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Round 2 Status
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Revisions [Q Search](#) [Upload File](#)

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THE INFLUENCE OF SOCIAL-EMOTIONAL DEVELOPMENT ON SCHOOL READINESS OF CHILDREN AGED 5-6 YEARS

Keywords:
Early childhood, school readiness, social emotional

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Abstract

[This] research has a specific aim in understanding social emotional development, which has a significant influence on the school readiness of children aged 5-6 years to enter formal education. The focus of this research refers to children aged 5-6 years who attend preschool institutions in the Bogor sub-district. The research method used in this research is quantitative correlational research. In this research, researchers want to test the influence of social emotional development (X) on school readiness (Y) of children aged 5-6 years. The sample in this study was children aged 5-6 years and attending kindergarten in Bogor Regency with a total of 152 [children]. The data analysis technique uses Spearman's rank correlation statistical testing and is analyzed using SPSS. Based on this research, the social emotional development of early childhood shows a strong level of relationship between children's social development and school readiness of children aged 5-6 years in Bogor District. Children with good social emotional development show better school readiness in various aspects, such as academic ability, adaptation to the school environment, and participation in group activities. This research provides important implications for parents and educators to pay more attention to and stimulate children's social emotional development from an early [age].

Dikomentari [R1]: The research abstract should be at least 300 words.

Dikomentari [R2]: Add one sentence specifying the research problem related to children's social-emotional development.

Dikomentari [R3]: How is the data collection for the research conducted?

Dikomentari [R4]: Replace with the sentence "The research results show that..."

Dikomentari [R5]: What are the recommendations for future research?

To cite: Mubin, M. N., The Effect of Lego Games on Improving Children's Creativity Development, *Goden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 7(4) 2022; 1-10, doi: 10.14421/jga.tahun.volumenomor-01

Introduction

Social-emotional development in early childhood has an important role in shaping personality, and interpersonal skills and is the foundation of their psychological well-being (Herdiyana et al., 2023). At this stage, children learn to recognize and express various types of emotions, as well as communicate their feelings. The importance of social-emotional development in early childhood can form the basis for the ability to resolve conflict, understand empathy, and have a positive impact on their future development (Housman, 2017). Based on field data, it

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was found that there are problems with the social-emotional development of children aged 5-6 years in group B kindergarten institutions, including a lack of self-confidence and independence, this can be seen in children who do not want to be left behind by their parents. At school, children do not want to share toys with their friends, children have difficulty maintaining attention to concentrate, and children do not want to take turns using school facilities. Furthermore, social-emotional problems in Kindergarten B children also come from the side of the students' guardians or parents. This problem is that the parents do not implement the social-emotional stimulation provided at school. So giving feedback on learning carried out in school institutions is very minimal. This is one of the factors that hinders the social-emotional development of students. Social-emotional development in early childhood can contribute to their future development, including the ability to overcome problems, understand other people's feelings, and develop empathy. (Morales-Murillo et al., 2022).

Early childhood readiness for elementary school is an important stage in children's educational development, including cognitive, affective, and psychomotor aspects (Meriyati et al., 2022). Children who are ready to enter elementary school generally have developed basic skills such as speaking, listening, and social interaction (Herbein et al., 2018). Early childhood readiness also includes independence and the ability to participate in group activities. Early childhood school readiness not only eases children's transition to the next level of education but also ensures that they can optimize their learning experience. Collaboration between parents, educators, and the child's educational environment is the key to creating a solid foundation for the child's development in facing a longer educational journey. Based on preliminary research data, the condition of school readiness in Indonesia highlights various aspects, including affective aspects in the role of parents in preparing children to enter formal education. Studies show that factors such as parents' economic status, parenting patterns, parents' skills, and understanding foster children's school readiness (Efatri & Suharni, 2020). Based on data from preliminary research conducted by researchers through observation, interviews, and documentation, data was obtained that school activities in PAUD institutions in Bogor District have implemented activities that stimulate social-emotional development, including

carrying out annual routine activities such as outbound and field trips, familiarizing children to work together to tidy up toys after they have been used, to free children to play together and explore in the school environment during play time outside the classroom, to provide paper and drawing tools for children to draw freely and then tell the results of what they have drawn. These things are the basis for researchers to carry out further research regarding social-emotional development in PAUD institutions in terms of school readiness. This is based on school readiness theory, one of the dimensions that must be considered is social-emotional development. In Erikson's theory, ages 3-6 years are at the initiative vs guilt stage. In this phase, children learn to interact socially and play with other children (Erikson, 1989). According to Erikson's psychosocial theory, children can build a strong foundation for the next stage of development after completing this stage.

It is hoped that this research will add to the literature on child development and provide a better understanding of the role of social-emotional aspects in children's school readiness to enter a new environment. This research focuses on the local context so that researchers can investigate various cultural differences, environments, and social dynamics that can impact children's social-emotional development. Based on the identification of the problems that have been put forward, the researcher limits the scope of the problem, so that the researcher is more focused, namely on the influence of social-emotional development on the school readiness of early childhood.

Methods

The research method used in this research is correlational quantitative research, according to Sugioyono (2017:13) "Quantitative research methods are research methods used to study certain populations or samples, with the aim of testing confirmed hypotheses", quantitative research methods used for evaluation is a correlational method that aims to identify the level of correlation between variations in one factor and variations in other factors (Jannah, 2016).). The sample is part of the entire population to be studied and is considered to represent the entire population. The sample consists of the number and characteristics of the population. If the

Dikomentari [R6]:

Dikomentari [R7]: What is the significant issue regarding school readiness for children aged 5-6 years? Why was the research sample taken from kindergartens in Bogor Regency? What are the social-emotional problems in these institutions? What are the school preparation issues in these institutions?

Dikomentari [R8]: Replace the research method with subsections, including: research design, population and sample, data collection, research instruments, and data analysis. The research instruments should be presented in table form.

population is large and the researcher does not have sufficient funds, energy, or time to study all aspects, the researcher can use a sample taken from a representative population (Jannah, 2016). The samples in this study were children aged 5-6 years and attending kindergarten in Bogor Regency.

Sampling technique or sampling is a technique used to determine the number of samples. The sampling technique in this research is a non-probability sampling technique, namely a sampling technique found or determined by researchers according to certain criteria depending on the research topic and based on factors (Jannah, 2016). The purposive sampling technique was chosen as the sampling technique in this research, where all parents who have children aged Kindergarten (5-6 years) in Bogor Regency were selected as a sample of 152. This research activity used the Spearman Correlation Test which is a non-parametric statistical test that is used if you want to know the relationship between 2 subjects with data sources originating from different subjects (Abedi et al., 2019).

Result

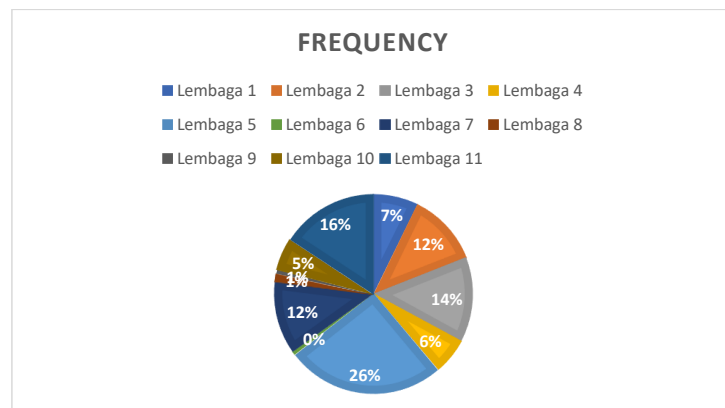


Table 1: characteristics of respondents by institution

From Table 1 above, based on the name of the institution, it is known that respondents at Institution 5 were greater than respondents at other institutions. with 39 respondents from Institution 5 with a percentage of 25.7%, 24 respondents from

Institution 11 with a percentage of 15.8%, 21 respondents from Institution 3 with a percentage of 13.8%, 18 respondents from Institution 2 and Institution 7 with a percentage of 11.8%, 11 respondents Institution 1 with a percentage of 7.2%, 9 respondents from Institution 4 with a percentage of 5.9%, 8 respondents from Institution 10 with a percentage of 5.3%, 2 respondents from Institution 8 with a percentage of 1.3% and 1 respondent from Institution 6 and Institution 9 with percentage 0.7%. This research uses basic data such as minimum value, maximum value, average value, standard deviation, and other components related to each variable studied. Within the scope of this research, 152 respondents were taken as samples, with a focus on the Social Emotional Development variable. The following are the results of the statistical analysis carried out.

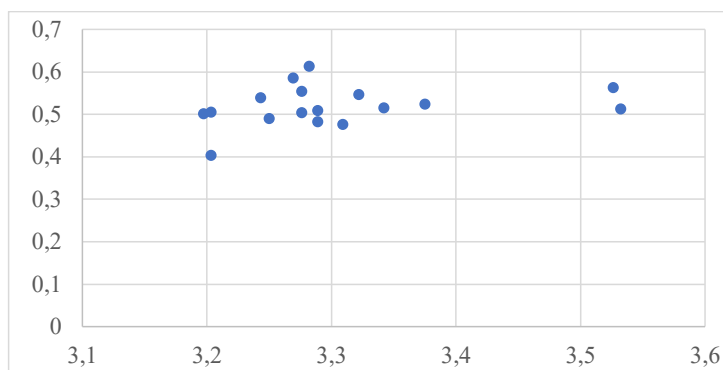


Table 2 Descriptive Statistics of social-emotional development variables
Source: Primary data processed by SPSS version 25, 2024

From table 2 above, it is known that the largest number of respondents' answers was in item/statement Respondents answered Good regarding "Children can appreciate differences in religion/culture/character of their peers" meaning that respondents know that respecting differences is the most important thing.

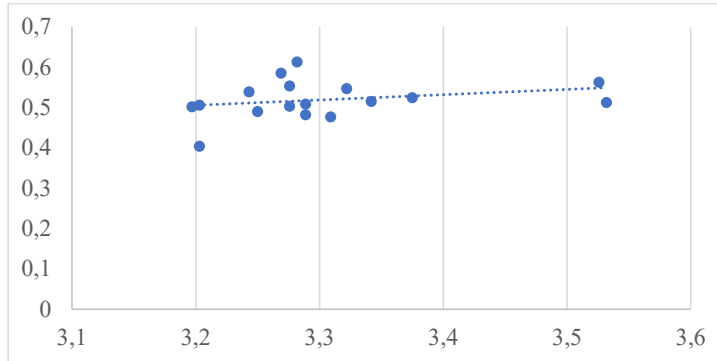


Table 3 Descriptive Statistics for School Readiness Variables
Source: Primary data processed by SPSS version 25, 2024

From Table 7 above, it is known that the largest number of respondents' answers was to item/statement Y16, totaling 111 respondents or 73.0% with an average of 3.243. Respondents answered Good regarding "Children can pay attention to directions from teachers meaning that respondents know that children can pay attention to directions from teachers.

Correlations			Perkembangan Sosial Emosional	Kesiapan Sekolah Anak
Spearman's rho	Perkembangan Sosial Emosional	Correlation Coefficient	1,000	,670**
		Sig. (2-tailed)	.	,000
		N	152	152
	Kesiapan Sekolah Anak	Correlation Coefficient	,670**	1,000
		Sig. (2-tailed)	,000	.
		N	152	152
**, Correlation is significant at the 0.01 level (2-tailed).				

Table 4 Spearman Rank Correlation Test Results
Source: Primary data processed by SPSS version 25, 2024

Based on Table 8 above, it is known that the Sig value. (2-tailed) of 0.000 because of the Sig value. (2-tailed) < 0.005 , it is concluded that there is a significant relationship between variable X (Social Emotional Development) and variable Y (Children's School Readiness). The correlation coefficient (rs) for the child's social development variable was 0.670, this shows the level of strength of the correlation/strong relationship between the child's social development and the child's school readiness.

Discussion

School readiness in early childhood is defined as when children can develop the skills and knowledge necessary to begin formal education (Doctor & Macalisang, 2024). The main aspects of this readiness involve cognitive, physical, social, and emotional development, as well as aspects of children's self-confidence and independence (Kaizar & Alordiah, 2023). In cognitive terms, aspects important for school readiness towards basic education include; having good language skills, number understanding, and basics of mathematics (Mejias et al., 2019). The physical aspect involves adequate gross and fine motor skills. The dimensions of social-emotional readiness used in school readiness include children's ability to interact with peers, understand social rules, and manage emotions (Susanne A. Denham, 2006). Self-confidence and independence are also important elements in school readiness which are useful for children to carry out and complete their learning tasks (Hapsari et al., 2019). Interest and motivation to learn play a role in a child's readiness. This is a form of family support and environmental conditions around the home (Yulia et al., 2024). Many factors must be considered when determining a child's readiness to enter formal education, which causes different interpretations of school readiness (Willem & Thijssen, 2022).

To prepare children to enter formal school, it is very important to mature their social-emotional development (Ariyanti, 2016). The role of parents and the family environment is very important for the social-emotional development of early childhood which is also influenced by play activities and parental parenting. Social-emotional learning in school learning must also be considered as a form of support for school readiness (Ziah et al., 2024). The social-emotional dimensions of school readiness include children's ability to understand and manage their emotions, build

healthy interpersonal relationships, and interact well with other people (Susanne Ayers Denham & Zinsser, 2014). There are several ways to understand the importance of social-emotional growth when preparing for formal school (Garcia-Peinado, 2024). Children's school readiness can be improved by adapting themselves to the rules and social norms that exist at school (Seran et al., 2017). One of the important skills that can influence children's school readiness seen from social factors in early childhood is that children have the ability to interact with peers, teachers, and school employees (Wangke et al., 2021). Additionally, good emotional regulation helps children respond to challenges and stress in a healthy way, which creates the basis for their psychological well-being (Nugraheni et al., 2021). When children have strong social-emotional skills, their participation in classroom activities, discussions, and collaborative projects can also increase (Susanne Ayers Denham & Zinsser, 2014). Children with good social-emotional skills also understand social norms more easily at school. In addition, these skills help reduce social problems such as bullying or conflicts between school friends (Susanne A. Denham, 2006). Social-emotional development provides additional encouragement for learning and development, supporting the development of a child's identity and self-confidence. So, by paying attention to and maturing children's social-emotional development from an early age, we not only prepare them for success in formal school but also form individuals who are balanced and ready to face various challenges in the future (Dejaeghere & Murphy-Graham, 2022).

Studies on the relationship between school readiness and children's social-emotional development show several interesting findings. Research results indicate that early childhood education can play a role in preparing children in social-emotional aspects (Mashar & Pudji Astuti, 2022), which is an important factor in children's readiness to enter formal education (Saputri & Risnawati, 2024). Apart from that, the COVID-19 pandemic has also affected the social-emotional development of early childhood, where online learning during the pandemic has had an impact on reducing children's socio-emotional aspects. Thus, factors such as gadget use, early childhood education, and the learning environment can play a role in influencing children's social-emotional development and their readiness to enter the formal

school environment (Rahmawati & Latifah, 2020). Based on social-emotional development instruments that influence children's school readiness, indicators include children being able to appreciate the differences in religion/culture/character of their peers (Atish Kumar S, 2017). The results of school readiness show indications that the child's cognition and general knowledge are developing well, this is indicated by the child's ability to develop well in aspects of geometry and number and number operations, the child already knows the body parts and their functions (Wangke et al., 2021). Social and emotional readiness is shown by indicators that children can complete the play tasks given, children can tidy up the play equipment they use and children can carry out activities and listen to directions given by their teacher (Seran et al., 2017). Motor functions have also developed well, shown by indications of being able to perform fine motor functions such as holding a pencil correctly, this is an indication of school readiness because children can use writing tools well (Suggate et al., 2023).

Conclusion

Based on the data and analysis that has been carried out, it can be concluded that the social-emotional development of early childhood shows a strong influence on children's school readiness, shown by indicators that children can interact with peers, understand and manage emotions, as well as the ability to face new situations well. their readiness to start formal education. Children with good social-emotional development show better school readiness in terms of cognition and general knowledge, adaptation to the school environment, and participation in group activities. This research provides important implications for parents and educators to pay more attention to and stimulate children's social-emotional development from an early age. Appropriate interventions, such as social-emotional development programs and supportive approaches at home and school, can help improve a child's school readiness. The family, school, and community environments have an important role in supporting children's social and emotional development. Collaboration between these three parties is very important to create conditions that are conducive to children's optimal development.

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THE INFLUENCE OF SOCIAL-EMOTIONAL DEVELOPMENT ON SCHOOL READINESS OF CHILDREN AGED 5-6 YEARS

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Abstract

This research has a specific aim in understanding social emotional development, which has a significant influence on the school readiness of children aged 5-6 years to enter formal education. The focus of this research refers to children aged 5-6 years who attend preschool institutions in the Bogor sub-district. The research method used in this research is quantitative correlational research. In this research, researchers want to test the influence of social emotional development (X) on school readiness (Y) of children aged 5-6 years. The sample in this study was children aged 5-6 years and attending kindergarten in Bogor Regency with a total of 152 children. The data analysis technique uses Spearman's rank correlation statistical testing and is analyzed using SPSS. Based on this research, the social emotional development of early childhood shows a strong level of relationship between children's social development and school readiness of children aged 5-6 years in Bogor District. Children with good social emotional development show better school readiness in various aspects, such as academic ability, adaptation to the school environment, and participation in group activities. This research provides important implications for parents and educators to pay more attention to and stimulate children's social emotional development from an early age.

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Introduction

Social-emotional development in early childhood has an important role in shaping personality, and interpersonal skills and is the foundation of their psychological well-being [1]. At this stage, children learn to recognize and express various types of emotions, as well as communicate their feelings. The importance of social-emotional development in early childhood can form the basis for the ability to resolve conflict, understand empathy, and have a positive impact on their future development [2]. Based on field data, it was found that there are problems with the social-emotional development of children aged 5-6 years in group B kindergarten institutions, including a lack of self-confidence and independence, this can be seen in children who do not want to be left behind by their parents. At school, children do not want to share toys with their friends, children have difficulty maintaining attention to concentrate, and children do not want to take turns using school facilities. Furthermore, social-

Dikomentari [-9]: • Belum ada penjelasan eksplisit tentang *novelty* atau kebaruan penelitian dibanding studi sebelumnya. Ini perlu ditambahkan untuk memperjelas kontribusi orisinal artikel.
• Sebaiknya akhir pendahuluan ditutup dengan paragraf ringkas yang menyebutkan tujuan penelitian, pertanyaan penelitian, dan kontribusi terhadap teori/praktik.

Buat pendahuluan 6-7 paragraf dan konsisten 5-6 kalimat saja

Dikomentari [-10]: Paragraf Ini terlalu Pnajang Bagian pembuka sudah menjelaskan pentingnya topik secara umum, tetapi belum cukup menekankan urgensi masalah dalam konteks global atau nasional secara eksplisit. Penambahan data nasional atau internasional tentang tren kesiapan sekolah atau perkembangan sosial-emosional akan memperkuat latar belakang pentingnya isu ini secara lebih luas.

Dikomentari [-11]: Ubah Kutipan Menjadi APA 7th

Dikomentari [-12]: Deskripsi mengenai permasalahan di lapangan sudah konkret, tetapi sumber atau metode pengumpulan data ini tidak dijelaskan secara rinci (misalnya: data primer atau sekunder, hasil studi pendahuluan atau observasi informal). Hal ini perlu diperjelas agar pembaca dapat menilai validitas masalah yang diangkat.

emotional problems in Kindergarten B children also come from the side of the students' guardians or parents. This problem is that the parents do not implement the social-emotional stimulation provided at school. So giving feedback on learning carried out in school institutions is very minimal. This is one of the factors that hinders the social-emotional development of students. Social-emotional development in early childhood can contribute to their future development, including the ability to overcome problems, understand other people's feelings, and develop empathy [3].

Early childhood readiness for elementary school is an important stage in children's educational development, including cognitive, affective, and psychomotor aspects [4]. Children who are ready to enter elementary school generally have developed basic skills such as speaking, listening, and social interaction [5]. Early childhood readiness also includes independence and the ability to participate in group activities. Early childhood school readiness not only eases children's transition to the next level of education but also ensures that they can optimize their learning experience. Based on preliminary research data, the condition of school readiness in Indonesia highlights various aspects, including affective aspects in the role of parents in preparing children to enter formal education. Studies show that factors such as parents' economic status, parenting patterns, parents' skills, and understanding foster children's school readiness [6]. Based on data from preliminary research conducted by researchers through observation, interviews, and documentation, data was obtained that school activities in PAUD institutions in Bogor District have implemented activities that stimulate social-emotional development, including carrying out annual routine activities such as outbound and field trips, familiarizing children to work together to tidy up toys after they have been used, to free children to play together and explore in the school environment during play time outside the classroom, to provide paper and drawing tools for children to draw freely and then tell the results of what they have drawn [7]. These things are the basis for researchers to carry out further research regarding social-emotional development in PAUD institutions in terms of school readiness. This is based on school readiness theory, one of the dimensions that must be considered is social-emotional development. In Erikson's theory, ages 3-6 years are at the initiative vs guilt stage. In this phase, children learn to interact socially and play with other children [8]. According to Erikson's psychosocial theory, children can build a strong foundation for the next stage of development after completing this stage.

It is hoped that this research will add to the literature on child development and provide a better understanding of the role of social-emotional aspects in children's school readiness to enter a new environment. This research focuses on the local context so that researchers can investigate various cultural differences, environments, and social dynamics that can impact children's social-emotional development [9]. Based on the identification of the problems that have been put forward, the researcher limits the scope of the problem, so that the researcher is more focused, namely on the influence of social-emotional development on the school readiness of early childhood.

Dikomentari [-13]: Social-emotional development in early childhood can contribute to their future development, including the ability to overcome problems, understand other people's feelings

Dikomentari [-14]: Paragraf Tealalu panjang

Dikomentari [-15]: Bagian ini sudah mulai mengarah pada *literature gap*, tetapi masih kurang eksplisit dalam menunjukkan *gap* atau kontroversi yang ada dalam kajian sebelumnya. Sebaiknya ditambahkan: "Meskipun telah banyak penelitian mengenai X, namun masih sedikit yang membahas hubungan langsung Y dalam konteks lokal seperti Bogor."

Dikomentari [-16]: Ini adalah informasi yang sangat penting untuk membangun justifikasi studi, namun pengorganisasian informasi terlalu padat dalam satu paragraf panjang. Disarankan untuk memecah bagian ini menjadi dua paragraf: satu tentang kondisi kesiapan sekolah, dan satu lagi tentang praktik sosial-emosional di PAUD. Hal ini akan meningkatkan keterbacaan dan koherensi.

Dikomentari [-17]: Perlu dikembangkan lebih lanjut dengan menyebutkan *framework* teoritis secara lebih sistematis. Misalnya, apa saja dimensi dari teori school readiness yang digunakan? Apakah hanya sosial-emosional atau mencakup dimensi lain seperti kognitif dan fisik? Hal ini juga akan memperkuat landasan teoritis dari studi.

Dikomentari [-18]: Kalimat ini menjelaskan kontribusi penelitian, tetapi masih bersifat deskriptif umum. Perlu ditegaskan secara akademik: "Penelitian ini berkontribusi dalam... (1) mengisi kesenjangan literatur..., (2) memberikan bukti empiris pada konteks lokal..., (3) mengembangkan praktik pendidikan anak usia dini di Indonesia..."

Dikomentari [-19]: Perlu penegasan terhadap *research question* atau *research objective* di akhir bagian pendahuluan. Misalnya: "Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh perkembangan sosial-emosional terhadap kesiapan sekolah anak usia 5-6 tahun di Kabupaten Bogor."

Methods

The research method used in this research is correlational quantitative research, according to Sugiyono, (2017:13) "Quantitative research methods are research methods used to study certain populations or samples, with the aim of testing confirmed hypotheses", quantitative research methods used for evaluation is a correlational method that aims to identify the level of correlation between variations in one factor and variations in other factors [11]. The sample is part of the entire population to be studied and is considered to represent the entire population. The sample consists of the number and characteristics of the population. If the population is large and the researcher does not have sufficient funds, energy, or time to study all aspects, the researcher can use a sample taken from a representative population [11]. The samples in this study were children aged 5-6 years and attending kindergarten in Bogor Regency.

Sampling technique or sampling is a technique used to determine the number of samples. The sampling technique in this research is a non-probability sampling technique, namely a sampling technique found or determined by researchers according to certain criteria depending on the research topic and based on factors [11]. The purposive sampling technique was chosen as the sampling technique in this research, where all parents who have children aged Kindergarten (5-6 years) in Bogor Regency were selected as a sample of 152. This research activity used the Spearman Correlation Test which is a non-parametric statistical test that is used if you want to know the relationship between 2 subjects with data sources originating from different subjects [12].

Tambahkan

Result

The American Academy of Pediatrics (2012) states that social-emotional development refers to a child's ability to understand and manage the expression of their emotions effectively, including both positive and negative emotions. According to Erikson (1989), social-emotional development is a process in which an individual experiences conflicts and achievements at certain stages in their life, impacting their identity and relationships with others. Zulkifli in (Indanah, 2019) explains that social-emotional development is an adaptive learning process to understand situations and feelings when interacting with individuals in their surroundings.

Social-emotional development in children aged 5-6 years plays a crucial role in supporting their readiness to enter the school environment. Children with good social-emotional skills tend to be more prepared to engage in academic activities as they can process social information effectively and respond positively to interactions [14]. This ability also helps children adapt to new school environments, including adjusting to peers, teachers, and prevailing social norms. Additionally, social-emotional skills enable children to build healthy interpersonal relationships, create a harmonious learning environment, and reduce conflicts with others.

At this age, children need to develop various skills, including cognitive, social-emotional, and physical aspects, to ensure they can adapt to the new school environment [15]. School readiness is not only related to academic abilities such as reading and counting but also involves the child's ability to manage emotions, interact with peers, and follow instructions from teachers [16]. This transition process should

Dikomentari [-20]: Bagian metode masih terlalu ringkas dan kurang mendalam untuk standar jurnal ilmiah. Disarankan untuk melengkapi bagian ini dengan sub-bagian eksplisit seperti:

1. **Desain Penelitian**
2. **Populasi dan Sampel** (termasuk kriteria inklusi/eksklusi)
3. **Instrumen Penelitian**
4. **Prosedur Pengumpulan Data**
5. **Teknik Analisis Data**
6. **Uji Validitas dan Reliabilitas**
7. **Pertimbangan Etika Penelitian**

Dikomentari [-21]: Definisi dan kutipan teori sudah tepat, tetapi perlu paparan lebih mendalam tentang **rancangan penelitian korelasional** yang digunakan—misalnya, apakah menggunakan desain cross-sectional atau longitudinal? Apakah ada kontrol terhadap variabel perancu (*confounding variables*)?

Dikomentari [-22]: Kalimat ini repetitif dan umum; perlu difokuskan pada konteks spesifik studi ini. Jelaskan **karakteristik populasi** secara rinci, misalnya jumlah total populasi anak TK usia 5-6 tahun di Kabupaten Bogor, dan bagaimana keterwakilan (*representativeness*) dijamin dalam sampel.

Dikomentari [-23]: Perlu penjelasan lebih lanjut terkait **kriteria inklusi dan eksklusi**. Misalnya, apakah anak-anak dengan kebutuhan khusus atau keterlambatan perkembangan disertakan atau tidak? Bagaimana kontrol terhadap faktor-faktor individual atau lingkungan yang memengaruhi variabel?

Dikomentari [-24]: Penggunaan *purposive sampling* sudah dijelaskan, tetapi perlu dijustifikasi lebih kuat: **mengapa teknik ini dipilih** dan bagaimana teknik ini relevan dengan tujuan penelitian korelasional? Tambahkan referensi metodologi yang mendukung pilihan teknik tersebut.

Dikomentari [-25]: Ada inkonsistensi di sini: apakah anak atau orang tua yang menjadi subjek penelitian? Jika anak yang diteliti, maka keterlibatan orang tua perlu dijelaskan (misalnya sebagai informan dalam pengisian instrumen). ...

Dikomentari [-26]: Penggunaan uji Spearman tepat untuk data ordinal/non-parametrik, tetapi **jenis skala data dari instrumen** yang digunakan belum dijelaskan. Apakah skala Likert? Berapa butir per dimensi? Apakah instrumen sudah diuji validitas dan reliabilitasnya sebelumnya?

Dikomentari [-27]: Bagian metode **belum memuat informasi krusial tentang instrumen** yang digunakan untuk mengukur perkembangan sosial-emosional dan kesiapan sekolah. Harus ditambahkan:

- Nama dan sumber instrumen (jika adaptasi, sebutkan aslinya dan proses adaptasi)

Dikomentari [-28]: Bagian hasil sudah menunjukkan temuan utama yang signifikan, namun **masih sangat dangkal dari sisi interpretasi data dan tidak sistematis** dalam penyajiannya. Diperlukan:

- Penambahan **analisis per dimensi variabel**

Dikomentari [-29]: Konsisten kutipan APA 7th

be carried out gradually and in a well-planned manner so that children can begin their learning experiences positively and enthusiastically. Optimal readiness will help children engage in learning activities at elementary school more easily and enhance their ability to adjust to the demands of formal education.

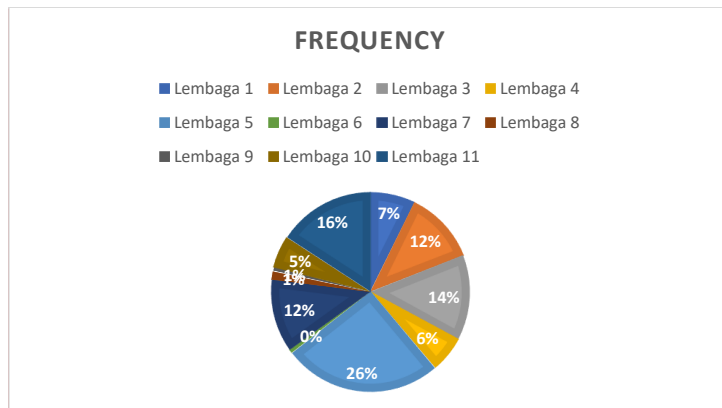
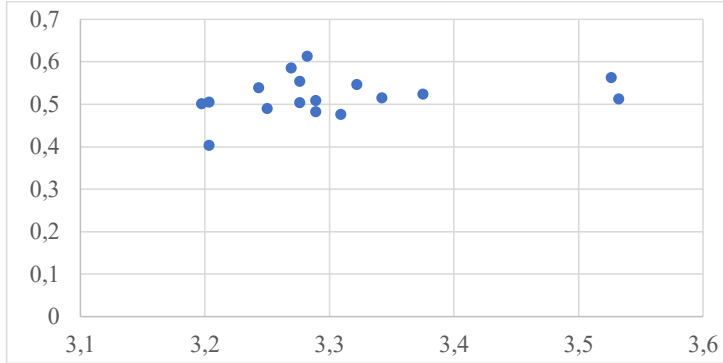


Chart 1: characteristics of respondents by institution

From chart 1 above, based on the name of the institution, it is known that respondents at Institution 5 were greater than respondents at other institutions. with 39 respondents from Institution 5 with a percentage of 25.7%, 24 respondents from Institution 11 with a percentage of 15.8%, 21 respondents from Institution 3 with a percentage of 13.8%, 18 respondents from Institution 2 and Institution 7 with a percentage of 11.8%, 11 respondents Institution 1 with a percentage of 7.2%, 9 respondents from Institution 4 with a percentage of 5.9%, 8 respondents from Institution 10 with a percentage of 5.3%, 2 respondents from Institution 8 with a percentage of 1.3% and 1 respondent from Institution 6 and Institution 9 with percentage 0.7%. This research uses basic data such as minimum value, maximum value, average value, standard deviation, and other components related to each variable studied. Within the scope of this research, 152 respondents were taken as samples, with a focus on the Social Emotional Development variable. The following are the results of the statistical analysis carried out.

Dikomentari [-30]: Terjemahkan isi Chart kedalam bahasa English

Dikomentari [-31]: Pemaparan deskriptif tentang distribusi responden sudah dilakukan, namun **tidak dilengkapi dengan justifikasi pentingnya informasi ini** terhadap tujuan penelitian. Disarankan untuk menjelaskan apakah variasi antar lembaga memiliki potensi memengaruhi hasil, atau hanya sebagai data demografis.



Source: Primary data processed by SPSS version 25, 2024

From chart 2 above, it is known that the largest number of respondents' answers was in item/statement Respondents answered Good regarding "Children can appreciate differences in religion/culture/character of their peers" meaning that respondents know that respecting differences is the most important thing.

Dikomentari [-32]: Penyajian statistik deskriptif hanya menyebut satu item dengan frekuensi tertinggi. Padahal, data deskriptif seharusnya memuat **rata-rata, standar deviasi, nilai minimum dan maksimum**, serta interpretasi menyeluruh terhadap skor untuk seluruh indikator dalam variabel sosial-emosional.

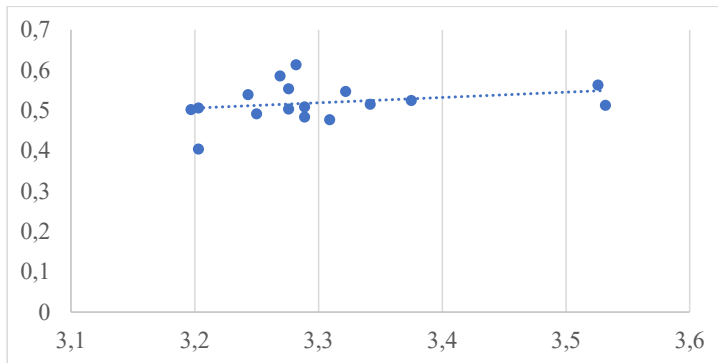


Chart 3 Descriptive Statistics for School Readiness Variables

Source: Primary data processed by SPSS version 25, 2024

From Chart 3 above, it is known that the largest number of respondents' answers was to item/statement Y16, totaling 111 respondents or 73.0% with an average of 3.243. Respondents answered Good regarding "Children can pay attention to directions from teachers meaning that respondents know that children can pay attention to directions from teachers.

Dikomentari [-33]: Sama seperti sebelumnya, deskripsi hanya fokus pada satu item (Y16) dengan respons tertinggi. Ini tidak cukup untuk memberi gambaran menyeluruh. Penulis perlu **menganalisis pola umum**: apakah mayoritas akan menunjukkan kesiapan yang baik secara umum? Bagaimana distribusinya?

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			152
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	3.90451837	
Most Extreme Differences	Absolute	.077	
	Positive	.077	
	Negative	-.050	
Test Statistic			.077
Asymp. Sig. (2-tailed)			.029 ^c
Monte Carlo Sig. (2-tailed)	Sig.	.311 ^d	
	99% Confidence Interval	Lower Bound	.299
		Upper Bound	.323
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Based on 10000 sampled tables with starting seed 2000000.			

Table 1 Normality test

Source: Primary data processed using SPSS version 25, 2025.

The normality test results in Table 1 above show that the Monte Carlo Sig. (2-tailed) value is $0.311 > 0.05$. Based on these results, it can be concluded that the data used is normally distributed, allowing the researcher to proceed to the next stage.

In addition to the One-Sample Kolmogorov-Smirnov test, the researcher also used the Normal P-Plot Curve processed with SPSS.

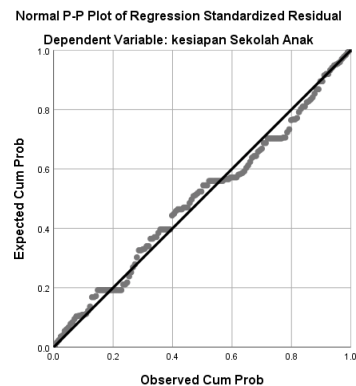


Chart 3 P-Plot Curve

Source: Primary data processed using SPSS version 25, 2025.

Based on Chart 3 above, it can be seen that the data is spread around the diagonal line and follows the direction of the diagonal line. Therefore, it can be concluded that the data distribution of the research variables is normal (Mariana Naibaho, 2021).

Dikomentari [-34]: Penjelasan ini kurang tepat karena uji Kolmogorov-Smirnov digunakan pada uji normalitas data parametrik, sementara sebelumnya disebut bahwa uji Spearman digunakan (non-parametrik). Hal ini tidak konsisten. Jika menggunakan Spearman, asumsi normalitas tidak menjadi keharusan—sebaiknya fokus pada uji homogenitas atau distribusi data ordinal.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
kesiapan Sekolah Anak	Based on Mean	1.562	17	129	.084
	Based on Median	.741	17	129	.756
	Based on Median and with adjusted df	.741	17	69.293	.751
	Based on trimmed mean	1.342	17	129	.177

Table 3 Homogeneity test

Source: Primary data processed using SPSS version 25, 2025.

Based on the results of the homogeneity test using Levene's test in Table 3 above, the *Based on Mean* significance value is 0.084. Since this value is greater than 0.05, it can be concluded that the data variance is homogeneous, meaning that the homogeneity test requirement has been met.

Dikomentari [-35]: Uji homogenitas tidak terlalu relevan dalam konteks korelasi bivariate. Tidak ada variabel yang dibagi dalam kelompok (seperti uji ANOVA). Jadi, bagian ini perlu **dijustificasi fungsinya** atau disesuaikan dengan tujuan statistik.

Correlations			
		Perkembangan Sosial Emosional	kesiapan Sekolah Anak
Perkembangan Sosial Emosional	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	152	152
kesiapan Sekolah Anak	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 Correlation test

Source: Primary data processed using SPSS version 25, 2025.

Based on Table 4 above, the correlation coefficient result is 0.726 with a significance value of 0.000. Hypothesis testing was then conducted using a significance level (α) of 0.05. According to the testing rule, if the significance value is less than 0.05, then H_1 is accepted, and H_0 is rejected. Conversely, if the significance value is greater than 0.05, then H_1 is rejected, and H_0 is accepted.

The obtained significance value is 0.000, which indicates that $0.000 < 0.05$. Therefore, H_1 is accepted, and H_0 is rejected, meaning that there is a correlation between social-emotional development and children's school readiness.

The correlation results show a correlation value of 0.726 with a significance level of 0.000. The correlation coefficient ($R_{calculated}$) obtained from the correlation analysis test is then compared with R_{table} . According to the testing criteria, if $R_{calculated} \geq R_{table}$, then H_1 is accepted, and H_0 is rejected, and vice versa. With an alpha value of 0.05 (5%), the R_{table} value is 0.726. Based on the correlation test results above, the obtained $R_{calculated}$ is 0.726, which is greater than 0.05 at a 5% significance level. Therefore, H_0 is rejected, and H_1 is accepted. It can be concluded that there is a correlation between social-emotional development and children's school readiness. It can be concluded that the correlation result of 0.726 falls within the coefficient interval of 0.60–0.799, which is classified as a strong relationship. This means that social-emotional development has a strong correlation with children's school readiness.

Dikomentari [-36]: Analisis korelasi sudah sesuai dan signifikan. Namun, hasil ini **perlu diperkuat dengan penjelasan substantif**: hubungan antara dimensi sosial-emosional mana yang paling memengaruhi kesiapan sekolah? Korelasi global masih terlalu umum. Jika data memungkinkan, analisis tambahan seperti korelasi parsial atau regresi bisa dipertimbangkan.

Dikomentari [-37]: Klasifikasi nilai korelasi sudah baik, namun perlu **dikutip sumber kategorisasi** (misalnya Cohen, 1988). Selain itu, penting untuk menambahkan visualisasi hasil korelasi (misalnya scatter plot) agar lebih informatif secara visual dan statistik.

The positive correlation value (+) indicates that the higher a child's social-emotional development, the higher their school readiness. Conversely, if social-emotional development decreases, school readiness also tends to decline.

Penting

Discussion

School readiness in early childhood is defined as when children can develop the skills and knowledge necessary to begin formal education (doctor & macalisang, 2024). The main aspects of this readiness involve cognitive, physical, social, and emotional development, as well as aspects of children's self-confidence and independence [19]. In cognitive terms, aspects important for school readiness towards basic education include; having good language skills, number understanding, and basics of mathematics [20]. The physical aspect involves adequate gross and fine motor skills. The dimensions of social-emotional readiness used in school readiness include children's ability to interact with peers, understand social rules, and manage emotions [21]. Self-confidence and independence are also important elements in school readiness which are useful for children to carry out and complete their learning tasks (Hapsari et al., 2019). Interest and motivation to learn play a role in a child's readiness. This is a form of family support and environmental conditions around the home [23]. Many factors must be considered when determining a child's readiness to enter formal education, which causes different interpretations of school readiness [24].

To prepare children to enter formal school, it is very important to mature their social-emotional development [25]. The role of parents and the family environment is very important for the social-emotional development of early childhood which is also influenced by play activities and parental parenting. Social-emotional learning in school learning must also be considered as a form of support for school readiness [26]. The social-emotional dimensions of school readiness include children's ability to understand and manage their emotions, build healthy interpersonal relationships, and interact well with other people [27]. There are several ways to understand the importance of social-emotional growth when preparing for formal school [28]. Children's school readiness can be improved by adapting themselves to the rules and social norms that exist at school [29]. One of the important skills that can influence children's school readiness seen from social factors in early childhood is that children have the ability to interact with peers, teachers, and school employees [30]. Additionally, good emotional regulation helps children respond to challenges and stress in a healthy way, which creates the basis for their psychological well-being [31]. When children have strong social-emotional skills, their participation in classroom activities, discussions, and collaborative projects can also increase [27]. Children with good social-emotional skills also understand social norms more easily at school. In addition, these skills help reduce social problems such as bullying or conflicts between school friends [21]. Social-emotional development provides additional encouragement for learning and development, supporting the development of a child's identity and self-confidence. So, by paying attention to and maturing children's social-emotional development from an early age, we not only prepare them for

Dikomentari [-38]: Kalimat ini informatif, tetapi terkesan mengulang. Sebaiknya tambahkan **interpretasi kontekstual**, misalnya: "Hal ini menunjukkan bahwa anak-anak yang mampu mengelola emosi, bekerjasama, dan memahami perbedaan sosial, cenderung lebih siap mengikuti instruksi guru dan beradaptasi dalam lingkungan belajar formal."

Dikomentari [-39]: (Tidak ada analisis subvariabel atau dimensi dalam masing-masing variabel)

Akan sangat bermanfaat jika hasil penelitian dibedah lebih dalam per dimensi—misalnya aspek sosial (berbagi, kerja sama) dibanding aspek emosional (regulasi emosi, empati). Jika data tersedia, **analisis dimensi per dimensi** dapat memberikan insight yang lebih aplikatif bagi praktisi pendidikan.

Struktur bagian hasil belum mengikuti urutan yang sistematis dan ideal. Disarankan untuk membagi menjadi subbagian, seperti:

- **Deskripsi Karakteristik Responden**
- **Deskripsi Variabel Penelitian (Sosial-Emosional & Kesiapan Sekolah)**
- **Hasil Uji Statistik Inferensial (Korelasi Spearman)**
- **Interpretasi Hasil**

Hal ini akan memudahkan pembaca dalam mengikuti alur dan logika penyajian data.

Dikomentari [-40]: • Diskusi banyak paragraf terlalu panjang dan repetitif, serta belum fokus membedah **hasil utama penelitian**.

- Terlalu banyak bagian yang berupa pengulangan teori/literatur.

Dikomentari [-41]: Bagian awal diskusi terlalu deskriptif dan cenderung mengulang latar belakang teoritis, bukan membahas hasil penelitian. Diskusi seharusnya **berangkat dari hasil utama penelitian** dan mengkaitkannya dengan

Dikomentari [-42]: Informasi ini penting, namun **tidak dikaitkan langsung** dengan hasil penelitian sebelumnya yang menunjukkan korelasi antara perkembangan sosial-emosional dan kesiapan sekolah. Sebaiknya dihubungkan, misalnya: "Temuan penelitian ini menunjukkan bahwa dimensi X dan

Dikomentari [-43]:

Dikomentari [-44R43]: Pernyataan ini benar, tetapi masih normatif dan umum. Diskusi harus diarahkan pada **analisis hasil**: apakah hasil penelitian ini memperkuat atau bertentangan dengan studi sebelumnya? Apakah ada hasil yang tidak sesuai ekspektasi? Misalnya, adakah dimensi

Dikomentari [-45]: Pernyataan ini perlu disertai **implikasi nyata dari hasil studi ini**. Apa yang seharusnya dilakukan oleh guru, lembaga PAUD, atau pembuat kebijakan berdasarkan temuan korelasi kuat ini?

Dikomentari [-46]: Diskusi ini terlalu panjang dan bersifat literatur ulang. Penulis tidak cukup **menyintesiskan literatur dengan hasil penelitian**. Disarankan agar fokus diskusi mengarah pada:

Dikomentari [-47]: Bagian ini perlu diarahkan untuk membahas **aplikasi hasil penelitian**. Misalnya, bagaimana strategi penguatan regulasi emosi di kelas PAUD bisa diterapkan untuk meningkatkan kesiapan sekolah?

Dikomentari [-48]: Paragraf terlalu panjang

success in formal school but also form individuals who are balanced and ready to face various challenges in the future [32].

Studies on the relationship between school readiness and children's social-emotional development show several interesting findings. Research results indicate that early childhood education can play a role in preparing children in social-emotional aspects [33], which is an important factor in children's readiness to enter formal education [34]. Apart from that, the COVID-19 pandemic has also affected the social-emotional development of early childhood, where online learning during the pandemic has had an impact on reducing children's socio-emotional aspects [35]. Thus, factors such as gadget use, early childhood education, and the learning environment can play a role in influencing children's social-emotional development and their readiness to enter the formal school environment [36]. Based on social-emotional development instruments that influence children's school readiness, indicators include children being able to appreciate the differences in religion/culture/character of their peers [37]. The results of school readiness show indications that the child's cognition and general knowledge are developing well, this is indicated by the child's ability to develop well in aspects of geometry and number and number operations, the child already knows the body parts and their functions [30]. Social and emotional readiness is shown by indicators that children can complete the play tasks given, children can tidy up the play equipment they use and children can carry out activities and listen to directions given by their teacher [29]. Motor functions have also developed well, shown by indications of being able to perform fine motor functions such as holding a pencil correctly, this is an indication of school readiness because children can use writing tools well [38].

Tambahkan

Conclusion

Based on the data and analysis that has been carried out, it can be concluded that the social-emotional development of early childhood shows a strong influence on children's school readiness, shown by indicators that children can interact with peers, understand and manage emotions, as well as the ability to face new situations well. their readiness to start formal education. Children with good social-emotional development show better school readiness in terms of cognition and general knowledge, adaptation to the school environment, and participation in group activities. This research provides important implications for parents and educators to pay more attention to and stimulate children's social-emotional development from an early age [39]. Appropriate interventions, such as social-emotional development programs and supportive approaches at home and school, can help improve a child's school readiness. The family, school, and community environments have an important role in supporting children's social and emotional development [40]. Collaboration between these three parties is very important to create conditions that are conducive to children's optimal development. This study provides recommendations regarding the importance of students' social emotional development as a form of school readiness, because it has a significant impact on students in carrying out the learning process and their academic achievements. Social emotional development develops well through the support of educational

Dikomentari [-49]: Bagian ini menyajikan banyak referensi, tetapi **tanpa koneksi eksplisit ke hasil penelitian sendiri**. Diskusi idealnya tidak hanya mencantumkan banyak kutipan, tapi juga menyanggah atau menyanggah hasil tersebut berdasarkan data sendiri.

Dikomentari [-50]: Informasi ini menarik, tetapi tidak relevan secara langsung dengan data penelitian yang tidak membahas dampak COVID-19. Sebaiknya bagian ini dihapus atau dijadikan referensi untuk penelitian lanjutan di bagian kesimpulan.

Dikomentari [-51]: Penjelasan ini baru mulai menyentuh indikator hasil, tetapi hanya disampaikan secara naratif. Disarankan untuk menyajikan hubungan antara **indikator spesifik variabel** dengan indikator kesiapan sekolah untuk memperjelas nilai korelasi yang ditemukan.

Dikomentari [-52]: (Tidak ditemukan pembahasan tentang keterbatasan hasil dan kemungkinan bias)

Diskusi belum menyentuh **keterbatasan dari hasil penelitian**. Misalnya: kemungkinan bias laporan dari guru/orang tua, keterbatasan generalisasi data lokal, atau penggunaan instrumen tunggal. Ini penting untuk menunjukkan kedalaman refleksi metodologis.

Gunakan struktur berikut agar diskusi lebih sistematis:

1. **Penegasan Temuan Utama**
2. **Perbandingan dengan Studi Sebelumnya**
3. **Penjelasan Kontekstual atas Temuan**
4. **Implikasi Praktis dan Teoritis**
5. **Keterbatasan Hasil dan Penafsiran**

Dikomentari [-53]: Kesimpulan sudah menyampaikan hasil utama, namun **tidak menyusun ulang tujuan penelitian secara eksplisit**, dan belum cukup menyoroti **kontribusi ilmiah** studi ini terhadap pengembangan teori atau praktik pendidikan anak usia dini. Sebaiknya ditambahkan:

- **Pengegasan ulang tujuan/rumusan masalah**
- **Implikasi teoretis/praktis secara lebih sistematis**
- **Ringkasan keterbatasan studi dan arah penelitian lanjutan** dibuat lebih eksplisit (misalnya menggunakan kalimat pembuka: "Studi ini memiliki beberapa keterbatasan...").

institutions, families and communities in this case the child's wider social environment. Therefore good integration is needed between the three [41].

This study still has limitations in terms of variable scope and the characteristics of the subjects studied. Therefore, it is recommended that future research explore other factors that may influence the social-emotional development of children aged 5–6 years, such as the role of parenting styles, social environment, and peer interactions. In addition, the use of mixed methods research can provide a more comprehensive understanding of the dynamics of children's social-emotional development from both quantitative and qualitative perspectives. Research conducted in various cultural and environmental contexts is also expected to broaden the generalizability of the findings.

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