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

Oktarina Dwi Handayani [1], **Silmi Kaffa** [2]

[1,2]Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

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 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.

Introduction

Based on field data collected by the Ministry of Primary and Secondary Education (Kemendikdasmen), Directorate General of Culture regarding the percentage of school readiness for all children currently in grade 1 of elementary

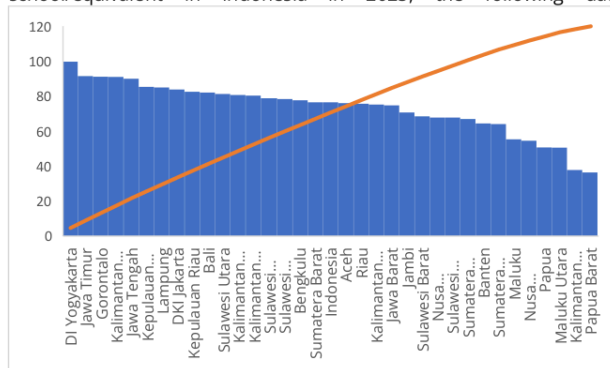school/equivalent in Indonesia in 2025, the following data is shown;

Figure 1: Elementary school readiness data in Indonesia

Based on the data above, the average school readiness rate from all provinces in Indonesia is 76.54%, which shows a fairly good school readiness rate (Kemendikdasmen, 2024). Quoting from several sources of elementary school readiness problems in Indonesia, among them is the most important aspect needed by children to enter elementary school is the cognitive aspect which includes the ability to write, read and count. The impact of this view is that many parents demand that their children be able to read, write and count after graduating from kindergarten because of the tight competition between favorite schools. in the research on school readiness that has been carried out in previous studies, focused on measuring school readiness in academic aspects. In this research activity will see school readiness seen through the achievement of social emotional development because this development plays an important role in school readiness. In fact, the main thing needed is other abilities such as social and emotional abilities that need to be prepared before children enter elementary school (Dwi & Yuli, 2020; Rifani, 2022).

Problems found in the social emotional development of children aged 5-6 years in kindergarten group B include lack of self-confidence, independence, difficulty adjusting, peer rejection, egocentrism, and aggressive behavior (Donohue et al., 2020). If these problems continue to occur, they can have an impact on; difficulty socializing at school, difficulty accepting advice and behaving badly and anxiety, aggression, depression, and low school achievement (Romano et al., 2010; Snow, 2006). Social emotional development has an urgency to contribute to their future development, including the ability to solve problems, understand other people's feelings, and develop empathy (Morales-Murillo et al., 2022). Immature social emotional development has an impact on school readiness, namely; Difficulty Interacting with Peers and Teachers, Difficulty Managing Emotions, Difficulty Adapting in the School Environment and Low Learning Motivation.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 (Oszwa, 2017).

The ability of early childhood to regulate emotions and behavior is an important component in preparing for school readiness (Rimm-Kaufman et al., 2000). Good social emotional development in early childhood is characterized by the ability to manage and express emotions, and interact with others positively. Healthy children in the social emotional aspect are able to show self-confidence, empathy, be cooperative, and be able to control emotions appropriately (Hamid, 2021). Children who have good social emotional skills will find it easier to adjust to the school environment, work together with friends, and follow learning well (Hassani, 2024). Supporting early childhood social-emotional development can be achieved through a collaborative effort involving the school environment, family, and community (Rafiyya et al., 2024). Schools can create a safe, comfortable learning environment that supports children's social interactions. Home Environment: Parents need to create a warm, loving home atmosphere that supports children's social emotional development and provides a safe play environment and facilitates children's social interactions with peers (S. Li et al., 2023).

Based on preliminary research data conducted by researchers through observation, interviews, and documentation, data was obtained that school activities in PAUD institutions in Bogor Regency have implemented activities that stimulate social emotional development, including carrying out annual routine activities such as outbound and field trips, getting children used to work together to tidy up toys after use, freeing children to play together and explore in the school environment during playtime outside the classroom, providing paper and drawing tools so that children can draw freely and then tell the results they have drawn (Kızıltaş & Sak, 2018). Researchers conducted a survey of kindergarten teachers' understanding of school readiness through a questionnaire supported by observation and found that the reference for school readiness used as a benchmark is the ability to read, write, and count. This is in line with the results of interviews conducted with parents to see school readiness, data was obtained from parents seeing school readiness from age and ability to read, write, and count. This is in line with parents' perceptions of school readiness, children are considered ready for school if they have the ability to read, write, and count. To achieve this ability, one way parents do it is by providing additional lesson hours outside of school in the form of tutoring. The condition of children who should spend most of their time playing is actually used to learn to read, write, and count, which in some cases is done in a forced manner, resulting in negative impacts for children, including frustration and boredom in learning (Putri et al., 2024). This has a negative impact on social emotional development in early childhood, because children feel pressured and frustrated with the activities they do.

Based on the results of the literature review, there are still few that discuss the direct relationship between social emotional development and school readiness, especially in the local context in the Bogor area. Based on the discussion above, this study aims to determine the influence of social emotional development on school readiness of children aged 5-6 years in Bogor Regency. The urgency of social emotional development is an important thing that needs to be considered in early

childhood education towards elementary education, because it plays an important role in supporting academic success by linking the 7 dimensions of imitation, Independence, self-discipline, Cooperation, Sympathy and empathy, Social support to the variables of social emotional development in early childhood. Through the results of the study, it provides an overview of the influence of social emotional development of early childhood on school readiness. The results of the study provided a contribution in the form of empirical evidence that school readiness needs to pay attention to social emotional development. Therefore, intervention is needed to support integrated social emotional development between schools with the learning process provided and homes with support for parenting patterns and interventions in care, especially in supporting the social emotional development of early childhood.

Methods

The research method used in this study is quantitative correlational research, according to Sugiyono, (2017:13), the use of the method aims to determine the level of correlation between variations in one factor with variations in other factors (Jannah, 2016). In research activities to find out whether there is a relationship between social emotional development and school readiness in children aged 5-6 years. The sampling of this study used the Purposive Sampling technique, namely the sample was selected based on certain criteria or characteristics. The sampling technique used is Purposive Sampling. This method uses the criteria that have been selected by the researcher in selecting the sample. The sample selection criteria are divided into inclusion and exclusion criteria. The inclusion criteria are determined by the age of the students, namely 5-7 years or students who are in Kindergarten B, In the exclusion criteria, students who are not at Kindergarten B or are aged 5-7 years will be excluded from the research sample. The number of samples taken in this research activity was 152 from 7 PAUD institutions in the Bogor district area. The research instruments used in this research activity are divided into 2 instruments, the second is a standard instrument. The dependent variable instrument uses the social emotional development instrument of children aged 5-6 years, by taking 7 main indicators, namely; independence, imitation, cooperation, self-discipline, sympathy, empathy and social support. The social emotional development instrument that was compiled was then tested for expertise, to obtain validation from experts before use.

Indicator	Statement
imitation	1. Children show interest in imitating (speech/actions/gestures) of adults and peers
	2. Children show feelings of happiness, motivation, admiration, liking, towards activities/people/objects they like
	3. Children can show feelings of sadness, anger, disappointment towards activities/people/or objects they don't like
Independence	4. children to carry out daily activities independently, such as eating, toilet needs and dressing themselves, and playing freely

	5.	Able to follow applicable rules and have discipline in carrying out daily activities.
	6.	Children can complete play activities without the help of teachers and friends
	7.	Children can remember and be responsible for their own belongings
Self-discipline	8.	Children come to school on time
	9.	Can control oneself and obey the rules in class
Cooperation	10.	Children are able to work together in group activities
	11.	Children are able to take turns and share play equipment with others
Sympathy and empathy	12.	Understand that other people have different thoughts and feelings
	13.	Understand that words and actions can affect other people's emotions
	14.	Children can respect the opinions, work, rights of others
Social support	15.	Children are able to accept agreements even though they have different opinions
	16.	Children can appreciate differences in religion/culture/character of their peers
	17.	Children can express their feelings using communicative language (good)

Tabel 1: social emotional development instruments (Hurlock, 1979)

The second instrument of school readiness used in this study refers to the standard instrument in the table below;

No	Domain	Indicator
1.	Academic knowledge	1. Can count to 10 or more 2. Recognizes basic geometric shapes (triangle, square) 3. Children can learn about the five senses and explain their functions.
2.	Basic thinking skills	4. Classifies objects based on single dimension (e.g., color, shape, size) 5. Children can explain events in their daily routines
3.	Socioemotional maturity	6. Does not show aggressive behavior (does not bite, beat, kick, or hurt other children) 7. Joins the activities with other children 8. Understands the feelings of other children and responds with passion 9. Can do homework by himself or herself or with little help

.

4.	Physical well-being and motor development	10. Holds a pencil correctly 11. the ability to meet one's own basic needs such as dressing, eating and going to the toilet independently
5.	learning approach	12. Sits still and calm in the classroom 13. Pays attention to teachers' direction 14. Takes care of classroom belongings
6.	Communication skills	15. Understands and follows direction of two steps or more 16. Verbalizes feelings using appropriate language 17. Takes turn in conversation 18. Engages in conversation (complete sentences, listens and responds to others)

Table 2; School Readiness Domains and Indicators (Fayez et al., 2016)

The research data collection procedure is carried out through; determining the information to be collected, divided into two, namely the results of social emotional development and school readiness achievements in TK B students aged 5-6 years. This research activity was carried out by distributing questionnaires via Google form which were collected through the research instrument for social emotional development aged 5-6 and school readiness. After the research instrument was formed, the next step was to select the subjects or respondents of the study, namely children aged 5-6 years at PAUD institutions in the Bogor Regency area. Data was collected based on the results of observations made during the learning process to see the achievements of social emotional development of students and the achievements of school readiness. The data that had been collected was analyzed using Spearman correlation analysis to measure the relationship between social emotional development achievements and school readiness. Data from the results of the analysis display was used to draw conclusions and provide suggestions from the results of the research carried out, illustrated through the following data collection procedures.
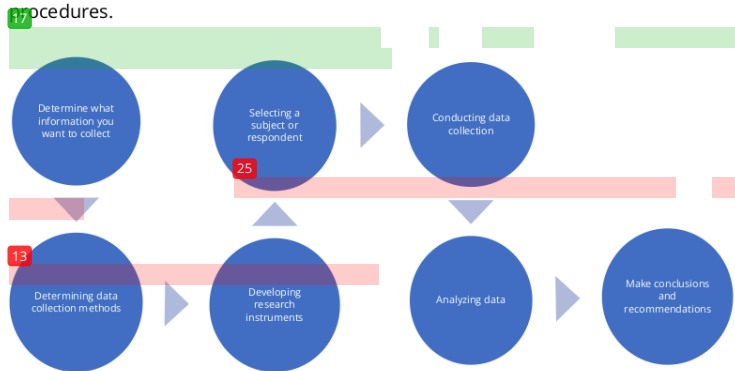
Flowchart 1: research steps and stages

The instrument used in this study is a standard instrument that is adapted and implemented by expert testing to obtain input for each statement item. If the rcount value> rtable, then the statement is declared valid and if the rcount value < rtable then the statement is declared invalid. The validity test in this study is intended to determine the magnitude of rtable and rcount. In this study, the IBM SPSS 25 application was used to test the validity of 30 respondents. In testing the reliability of the instrument in this research variable, the basis value of Cronbach's Alpha is > 0.60. If the coefficient value is more than 0.60, the questionnaire is declared reliable or good enough. to measure the influence between social emotional development variables and school readiness variables using Spearman Rank to assess the strength and direction of the relationship between the two variables (Ali & Al-Hameed, 2022; Schober & Schwarte, 2018).

Result

Based on the results of research conducted in 11 PAUD institutions regarding the influence of social development on school readiness, the following data was obtained;

| | | name of institution | | | |
		Frequency	Percent	Valid Percent	Cumulative
Valid	institution 1	11	7,2	7,2	7,2
	institution 2	18	11,8	11,8	19,1
	institution 3	21	13,8	13,8	32,9
	institution 4	9	5,9	5,9	38,8
	institution 5	39	25,7	25,7	64,5
	institution 6	1	,7	,7	65,1
	institution 7	18	11,8	11,8	77,0
	institution 8	2	1,3	1,3	78,3
	institution 9	1	,7	,7	78,9
	institution 10	8	5,3	5,3	84,2
	institution 11	24	15,8	15,8	1
	Total	152	100,0	10	

Table 3; research results at each institution.

A. Descriptive Test of Social Emotional Development Variables

This study 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 study, 152 respondents were taken as samples, focusing on the Social Emotional Development variable. The following are the results of the statistical analysis carried out.

Statement	Very good	Good (%)	Enough (%)	Not Good(%)	Mean	Std. Deviation
X1	48 (31,6 %)	100 (65,8 %)	2 (1,2%)	2 (1,2%)	3,276	0,554
X2	53 (34,9 %)	97 (63,8 %)	-	2 (1,3%)	3,322	0,547
X3	43 (28,3 %)	105 (69,1 %)	2 (1,3%)	2 (1,3%)	3,243	0,539

.

					Mean	Std. Deviation
X4	85 (55,9%)	62 (40,8 %)	5 (3,3 %)	-	3,526	0,563
X5	82 (53,9%)	69 (45,4 %)	1 (0,7 %)	-	3,532	0,513
X6	60 (39,5 %)	89 (58,6 %)	3 (2,0 %)	-	3,375	0,525
X7	54 (35,5 %)	89 (58,6 %)	7 (4,6 %)	2 (1,3 %)	3,282	0,613
X8	52 (34,2 %)	89 (58, 6%)	11 (7,2 %)	-	3,269	0,586
X9	55 (36,2 %)	94 (61,8 %)	3 (2,0 %)	-	3,342	0,516
X10	37 (24,3 %)	108 (71,1 %)	7 (4,6 %)	-	3,197	0,502
X11	48 (31,6 %)	100 (65,8 %)	4 (2,6 %)	-	3,289	0,509
X12	42 (27,6 %)	106 (69,7 %)	4 (2,6%)		3,250	0,491
X13	46 (30,3 %)	104 (68,4 %)	2 (1,3 %)	-	3,289	0,483
X14	46 (30,3 %)	102 (67,1 %)	4 (2,6 %)	-	3,276	0,504
X15	38 (25,0 %)	107 (70, 4 %)	7 (4,6 %)	-	3,203	0,506
X16	31 (20,4 %)	121 (79,6 %)	-	-	3,203	0,404
X17	48 (31,6 %)	103 (67,8 %)	1 (0,7 %)	-	3,309	0,477

Table 4: Descriptive Statistics of Social Emotional Development Variables

From the table above, it is known that the largest number of respondents' answers are in item/statement X16 as many as 121 respondents or 79.6%) with an average (mean) of 3.203. Respondents answered Well regarding "Children can appreciate differences in religion/culture/character of their peers" meaning that respondents know that appreciating differences is the most important thing.

B. Descriptive Test of School Readiness Variables

This study uses basic data such as minimum value, maximum value, average value, standard deviation, and other components related to each variable studied. In the scope of this study, a sample of 152 respondents was taken with a focus on the school readiness variable. The following is an analysis of the statistical results carried out.

Statement	Very good (%)	Good (%)	Enough (%)	Not Good(%)	Mean	Std. Deviation
Y1	113 (74,3 %)	38 (25,0 %)	1 (0,7 %)	-	3,736	0,456
Y2	104 (68,4 %)	44 (28,9%)	3 (2,0 %)	1 (0,7%)	3,651	0,555
Y3	85 (55,9 %)	66 (43,4 %)	1 (0,7 %)		3,552	0,511
Y4	100 (65,8 %)	51 (33,6 %)	1 (0,7 %)	-	3,644	0,519
Y5	63 (41,4 %)	84 (55,3 %)	5 (3,3 %)	-	3,381	0,551
Y6	55 (36,2 %)	91 (59,9 %)	6 (3,9 %)	-	3,322	0,547
Y7	56 (36,8 %)	92 (60,5 %)	4 (2,6 %)	-	3,342	0,528
Y8	42 (27,6 %)	101 (66,4 %)	9 (5,9 %)	-	3,217	0,538
Y9	88 (57,9 %)	63 (41,4 %)	1 (0,7 %)	-	3,572	0,509
Y10	86 (56,6 %)	61 (40,1 %)	5 (3,3 %)	-	3,532	0,562
Y11	39 (25,7 %)	102 (67,1 %)	11 (7,2 %)	-	3,184	0,544
Y12	47 (30,9 %)	96 (63,1 %)	6 (3,9 %)	-	3,269	0,527
Y13	39 (25,7 %)	111 (73,0%)	2 (1,3 %)	-	3,243	0,460
Y14	46 (30,3 %)	103 (67,8 %)	3 (2,0 %)	-	3,282	0,493
Y15	45 (29,6 %)	104 (68,4 %)	3 (2,0 %)	-	3,276	0,490
Y16	42 (27,6 %)	108 (71,1%)	2 (1,3 %)	-	3,263	0,470
Y17	55 (36,2 %)	95 (62,5 %)	2 (1,3 %)	-	3,348	0,505
Y18	66 (43,4 %)	82 (53,4%)	4 (2,6 %)	-	3,407	0,544

Table 5: Descriptive Statistics of School Readiness Variables

From table 7 above, it is known that the largest respondent's answer is in item/statement Y16 as many as 111 respondents or 73.0% with an average (mean) of 3.243. Respondents answered Well regarding "Children can pay attention to

directions from teachers" meaning that respondents know that children can pay attention to directions from teachers.

C. Spearman Rank Correlation Test of Social Emotional Development on School Readiness

Hypothesis testing in this study is by using the Spearman Rank correlation coefficient (rs). This analysis is used to determine the relationship between two or more independent variables with dependent variables with an ordinal data scale. The results of the Spearman Rank correlation coefficient test between each independent variable and the dependent variable can be displayed in the following table:

Hypothesis testing in this study is by using the Spearman Rank correlation coefficient (rs). This analysis is used to determine the relationship between two or more independent variables with dependent variables with ordinal data scales. The results of the Spearman Rank correlation coefficient test between each independent variable and the dependent variable can be displayed in the following tables:

Correlations			Social Emotional Development	Children's School Readiness
Spearman's rho	Social Emotional Development	Correlation Coefficient	1,000	,670**
		Sig. (2-tailed)	.	,000
		N	152	152
	Children's School Readiness	Correlation Coefficient	,670**	1,000
		Sig. (2-tailed)	,000	.
		N	152	152
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 6: Spearman Rank Correlation Test Results

Based on table 6 above, it is known that the Sig. (2-tailed) value is 0.000 because the Sig. (2-tailed) value <0.005, it can be concluded that there is a significant relationship between variable X (Social Emotional Development) and variable Y (Children's School Readiness). And the correlation coefficient (rs) for the child's social development variable is 0.670, this shows a strong level of correlation/relationship between children's social development and children's school readiness.

Discussion

Based on the research results above, data was obtained that the variables of social emotional development have a strong influence on elementary school readiness or the transition from early childhood education to elementary school. 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. The identification of indicator is that students can understand and accept differences in groups to help children build positive relationships and navigate social situations more effectively. They learn to appreciate each other's strengths and weaknesses, foster a sense of

belonging and reduce social isolation (Arasomwan & Mashiy, 2021). In early childhood, fostering an appreciation for the diversity of religions, cultures, and characters in peers can provide significant benefits for children's transition to primary school, enhancing their social and emotional development. In relation to aspects or dimensions of school readiness, this is the skill of understanding and accepting differences, building empathy, and developing a more inclusive worldview which is essential for facing the challenges and opportunities of primary education (Sari et al., 2023).

in the independence dimension, there are several indicators that have achievements in the good category of 40%-50% of respondents. found in the indicator; Children's ability to carry out daily activities independently, such as eating, toilet training needs, dressing themselves, and playing freely. In the indicator, students can complete play activities without the help of teachers and friends with school readiness. These skills are part of self-care and help children transition to the structured environment of school. Children's ability to engage in and complete play activities independently, without teacher or peer guidance, is strongly linked to school readiness. This independent play fosters crucial skills like executive function, problem-solving, and social-emotional development, all of which are essential for successful learning in a school setting (Yogman et al., 2018).

Social emotional development, including the ability to imitate and learn from others, is strongly associated with academic achievement in elementary school students. Children with strong social emotional skills, such as self-regulation, empathy, and the ability to form positive relationships, tend to have better academic outcomes. These skills help them engage more effectively in learning, manage their emotions, and build supportive relationships with teachers and peers, all of which contribute to their academic success (Risa, 2024). The ability to imitate demonstrates skills in socialization, following rules, and adapting to new environments, all of which are important for school readiness (Pratiwi, 2018). Imitation is an important learning mechanism, especially in early childhood, and contributes to the development of a variety of skills and behaviors that are important for school success (Setiawati et al., 2017).

The indicator children are able to work together in group activities demonstrates high achievement based on respondent data, and it's a crucial aspect of development, especially in elementary schools. This ability fosters key skills like collaboration, communication, and problem-solving, which are essential for success in various aspects of life, especially in children's readiness for elementary education. Group work encourages children to share ideas, listen to others, and negotiate different perspectives, developing important communication and teamwork skills. (Masten & Coatsworth, 1998). In this indicator, social and emotional skills are important for school readiness. Children who can understand, accept, and empathize with others are better prepared to build friendships, work with classmates, and actively participate in classroom activities. 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. In the implementation of learning, social emotional development is an adaptive learning process to understand situations and feelings when interacting with

individuals around them. Social-emotional development in children aged 5-6 years plays a crucial role in supporting their readiness to enter the school environment.

In the indicator of children being able to accept agreements even though they have different opinions, in this indicator students can accept differences with other students in the learning process. This is one of the important social emotional skills in children's readiness to enter elementary education, namely referring to the indicators of sympathy and empathy. This skill is important because children will often interact with individuals with different backgrounds and opinions at school. Being able to accept differences and reach agreement is key to success in the social environment at school (Susanti et al., 2023). In elementary school education, students have diverse learning styles, abilities, and backgrounds. Therefore, skills in empathy and sympathy are needed as a form of appreciation for diversity to help them become more adaptive and inclusive learners, better prepared to face the challenges and opportunities that come with this diversity (Sari et al., 2023).

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 (Denham & Brown, 2010). 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. In other indicators in the independence dimension, there are indicators of being able to obey applicable regulations and having discipline in carrying out daily activities with readiness to enter elementary school. The ability of early childhood to obey regulations and demonstrate discipline in daily activities is highly correlated with their readiness to enter elementary school. Discipline and compliance with regulations are essential for developing self-regulation, social skills, and cognitive readiness, all of which contribute to academic success in elementary school (Saputri & Risnawati, 2024).

In the dimension of self-discipline, especially the ability to arrive on time to school plays an important role in school readiness. Establishing routines and expectations for punctuality can foster self-regulation, which is a key component of school readiness. Discipline also has an impact on overall learning outcomes by creating a conducive learning environment, which can indirectly improve school readiness (Ria Fajrin Rizqy Ana et al., 2024). Discipline teaches children to follow rules and schedules, which helps them adapt to the school environment and build good learning habits. Disciplined students also tend to be more emotionally and mentally prepared to face academic challenges. In addition to the indicators above, there is another indicator, namely the ability to control oneself and obey class rules, this is related to self-regulation skills, such as managing emotions and focusing attention, which are very important for children to succeed in a structured learning environment (Boekaerts & Corno, 2005). From the results of the study, this ability is part of self-regulation as the main indicator of school readiness (J. Bin Li et al., 2021).

The ability to cooperate, which is one of the dimensions of social-emotional development in early childhood, is closely related to their readiness to enter elementary school. This ability supports social-emotional development, helps children adapt to the school environment, and improves their learning abilities (Dai & Utina,

2020). in the cooperation dimension there is an indicator that children can take turns and share play equipment with others. this is an activity that can build important social interactions in elementary schools to build children's abilities in social interaction, learning to share and take turns so that students can easily adapt to learning in the classroom environment (Hariyadi & Valentin, 2024). Another indicator in the cooperation dimension is the ability of children to collaborate in group activities is a strong indicator of their school readiness. This reflects social skills, emotional regulation, and the ability to follow rules, all of which are important for a positive learning environment. Children who can participate successfully in group activities demonstrate important social competencies necessary to face the demands of elementary school (Hidayati et al., 2023).

The ability of students to accept meetings despite different opinions is an important aspect related to their readiness to learn and interact in the school environment. This includes social-emotional skills, negotiation skills, and appreciating different perspectives (Gimbert et al., 2023). 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 (Raver, 2002). 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 (Valiente et al., 2022). This transition process should 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.

In other aspects, school readiness is indicated by indicators of children being able to complete the given play tasks, children being able to tidy up the play equipment they use and children being able to carry out activities and listen to directions given by their teachers (Seran et al., 2017). Children with indicators are able to complete play tasks with school readiness which includes the ability to focus, be persistent in doing tasks, control emotions, and interact socially. Children who are ready are also able to separate from their parents, are independent in meeting their basic needs, and have basic cognitive abilities such as recognizing numbers and shapes (Blair & Cybele Raver, 2015). Motor functions have also developed well, indicated by indications of being able to perform fine motor functions such as holding a pencil correctly, this is school readiness because children can use writing instruments properly (Suggate et al., 2023). These two aspects are interrelated, namely in the dimensions of self-discipline and cooperation in the variable of social emotional development, when children can complete their play tasks independently and in groups is a form of stimulation in the dimensions of Physical well-being and motor development in the variable of school readiness.

Conclusion

The purpose of this study is to provide an overview of the influence of social emotional development on learning readiness, based on the data and analysis that has been done, it can be concluded that the social emotional development of early childhood shows a strong influence on children's readiness to go to school. This is in line with

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