

## The Relationship Between Outing Class Activities and Socio-Emotional Development in Early Childhood

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### ABSTRACT

Social-emotional development in early childhood is crucial for building interpersonal skills and emotional regulation. However, classroom activities often do not provide sufficient opportunities for children to effectively develop social skills. This study aims to explore the impact of outing class activities on the social-emotional development of early childhood children at TK IT Sakinah Sungai Rumbai. A qualitative approach was used with direct observations and interviews with teachers and the principal. The findings show that outing class activities have a positive impact on the development of self-awareness, responsibility, and prosocial behavior in children. Children showed improvement in emotion regulation, conflict resolution, and peer interactions. Although some negative emotions, such as impatience and conflicts, were observed, these activities provided opportunities for children to learn how to manage these challenges. This study recommends that outing class activities be an integral part of early childhood education curricula to support comprehensive social-emotional development.

**Keywords:** Early Childhood education, Outing Class Activities, Socio-Emotional Development

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### INTRODUCTION

Social-emotional development in early childhood is crucial for fostering positive interactions and emotional regulation, as emphasized in Erikson's psychosocial theory, which highlights the importance of early life stages such as trust vs. mistrust and autonomy vs. shame and doubt. Various interventions and educational programs have been proven effective in supporting this development. For instance, the SAGA and Pikkuli interventions in Finnish early childhood education settings demonstrated significant improvements in children's prosocial behavior and reductions in internalizing and externalizing problems, underscoring the potential of structured programs in enhancing social-emotional skills (Martikainen et al., 2023). Similarly, yoga and mindfulness interventions have shown to improve social-emotional skills and resilience, particularly in minoritized communities, suggesting that such programs can be beneficial in diverse settings ("Yoga and Mindfulness for Social-Emotional Development and Resilience in 3-5 Year-Old Children: Non-Randomized, Controlled Intervention," 2023). The Ability Emotional Intelligence (AEI) framework further supports the idea that emotional understanding is integral to social functioning, with higher AEI associated with prosocial behavior and better social adjustment (Qualter et al., 2019). Additionally, the

Think Equal program in Colombia showed positive effects on children's prosocial behavior and self-awareness, indicating that socioemotional learning programs can also enhance cognitive learning and empathy among educators and caregivers (Näslund-Hadley et al., 2023).

The relationship between social-emotional development and language skills is also significant, as language abilities are closely linked with social-emotional skills and theory of mind, suggesting that interventions targeting both areas can mutually reinforce each other (Kalland & Linnavalli, 2022). Furthermore, the Kids' Skills method emphasizes the importance of teaching specific social-emotional and self-management skills to help children overcome emotional and behavioral challenges, highlighting the role of tailored interventions in promoting sustainable growth (Niu et al., 2022). Collectively, these findings illustrate various approaches to supporting social-emotional development in early childhood, which are essential for preparing children to face life's challenges and interact healthily with others.

Erikson's theory on the development of trust in childhood is supported by various studies emphasizing the importance of secure and loving relationships with caregivers. Trust is foundational in shaping how children perceive and engage with the world. Bosmans et al. propose that trust in parental support is developed through an expectancy-learning process, where children learn to trust based on the contingency of positive outcomes from caregiver support during distress (Bosmans et al., 2019). This trust is crucial for the development of epistemic and interpersonal trust, which are essential for social exchanges and perceiving others as non-threatening. Trust in caregivers is also linked to resilience, which helps mitigate the negative impacts of adverse childhood experiences (ACEs) on health and well-being across the lifespan (Ashton et al., 2021; Bellis et al., 2017). Sensitive caregiving is critical for the development of brain structures involved in emotional regulation, reinforcing the importance of early attachment in emotional development (Perry et al., 2017). Furthermore, trust in caregivers is associated with exploration and openness to new experiences, which are facilitated by self-regulation and openness to negative affect (Heylen et al., 2019). As children grow, the balance between emotional separation and parental trust becomes essential for identity development and life satisfaction, with various profiles of parent-youth relationships emerging at different developmental stages (Sugimura et al., 2022).

Piaget's theory of egocentrism in young children, which suggests that they initially view the world predominantly from their own perspective, aligns with the need for social experiences to develop emotional awareness and perspective-taking abilities. This developmental trajectory is supported by research indicating that emotional awareness, a socio-emotional skill, enhances emotion regulation and social navigation, contributing to better physical and mental health outcomes (Lane & Smith, 2021). The interplay between empathy, compassion, and Theory of Mind (ToM) is crucial for understanding others, with self-other distinction being a key process in both empathy and ToM, facilitated by distinct brain networks (Preckel et al., 2018). Training in imitation-inhibition has been shown to improve perspective-taking in young children, highlighting the importance of distinguishing between self and others to reduce egocentric errors. Even young children, despite challenges, demonstrate sensitivity to others' perspectives, although their ability to act on this knowledge is still developing (Brezack et al., 2021). In children with autism, empathy development, although often perceived as deficient, shows potential for growth, particularly in prosocial actions, challenging stereotypes and emphasizing the capacity for improvement (Li et al., 2022). Early childhood understanding of emotions is more sophisticated than previously thought, with children as young as two years old making nuanced distinctions among positive emotions, which is foundational for developing social cognition and relationships (Wu et al., 2017).

The ability to distinguish between self and others' mental and emotional states is crucial for social interactions, with distinct neural mechanisms supporting this ability from early childhood (Steinbeis, 2016). Emotional expression in school settings is linked to academic adjustment, with positive emotions fostering peer acceptance and engagement, while negative emotions correlate with conflict and lower academic achievement (Hernández et al., 2016). Infants' ability to map others' actions onto themselves indicates early development of self-concept in relation to others, which is foundational for social learning (Kampis et al., 2021). Social interaction plays a critical role in learning, as it facilitates the acquisition of knowledge and skills through engagement with others, emphasizing the importance of social contexts in cognitive development (Felice et al., 2022). These findings underscore the importance of social

experiences in early childhood for developing socio-emotional skills, which are crucial for both social and academic success.

Outdoor classes, as a form of experiential learning, play a significant role in fostering social-emotional development in early childhood by providing children with opportunities to engage with their environment in dynamic and less structured settings. This approach aligns with findings from various studies emphasizing the importance of outdoor learning environments in promoting social and emotional learning (SEL) by enhancing competencies such as cooperation, sharing, and emotional regulation, which are critical for children's development (Mann et al., 2022; Molyneux et al., 2022). The emergent and unstructured nature of outdoor learning allows children to navigate social interactions and challenges, further enhancing their ability to adapt and manage emotions in diverse situations (Molyneux et al., 2022). Additionally, integrating SEL into outdoor activities can be particularly effective, as it enables educators to leverage natural settings to deepen SEL within their teaching practices.

This is supported by evidence from the Think Equal program in Colombia, which demonstrated that well-designed interventions could significantly improve children's prosocial behavior and self-awareness, even when adapted to hybrid models involving both in-person and remote instruction (Näslund-Hadley et al., 2023). Moreover, the Head Start REDI program highlights the long-term benefits of integrating SEL into early childhood education, showing sustained improvements in social competence and emotional functioning (Nix et al., 2016). Furthermore, interactive learning environments, such as those provided by outdoor classes, can enhance prosocial behavior, which is integral to social-emotional development (Villardón-Gallego et al., 2018). These findings collectively underscore the value of outdoor classes in early education settings, as they provide a practical and effective means of supporting children's social-emotional growth through direct interaction with the world around them.

Experiential learning in outdoor settings significantly contributes to children's social and emotional development by providing real-world contexts for emotional recognition and behavior adjustment. The Ability Emotional Intelligence (AEI) framework emphasizes that children with higher emotional intelligence are better at perceiving, appraising, and expressing emotions, which enhances their social interactions and reduces aggressive behaviors (Qualter et al., 2019). Outdoor learning environments, characterized by their unstructured and emergent nature, are particularly effective in promoting social and emotional learning (SEL) as they allow children to engage in spontaneous interactions that foster SEL competencies such as empathy, emotional regulation, and prosocial behavior (Molyneux et al., 2022). These environments encourage children to navigate social dynamics, manage conflicts, and develop empathy, which are crucial for prosocial behavior (Hein et al., 2018). Moreover, peer interactions in such settings are instrumental in modeling and reinforcing prosocial behaviors, as peers serve as critical socialization agents that influence individual behavior through social learning mechanisms (Busching & Krahé, 2020).

Emotion regulation plays a pivotal role in these processes, as children who can effectively manage their emotions are more likely to exhibit empathy and engage in prosocial behaviors (Hein et al., 2018). Additionally, emotion-focused teaching practices, which include modeling and instructing about emotions, further support children's social and learning behaviors by enhancing their ability to understand and manage emotions in social contexts ("Emotion-Focused Teaching Practices and Preschool Children's Social and Learning Behaviors," 2022). These findings underscore the importance of integrating SEL strategies into outdoor and experiential learning activities to enrich children's social skills and emotional intelligence, ultimately fostering a more positive and inclusive social environment (Molyneux et al., 2022).

Despite the widespread use of outdoor learning activities in early childhood education, research specifically examining their direct impact on social-emotional development remains limited. However, existing studies suggest that outdoor learning can significantly contribute to children's social and emotional development. For example, Kiviranta et al. highlight the holistic benefits of outdoor learning, including social growth and wellbeing, emphasizing the need for teacher support in implementing these activities effectively. Molyneux et al. found that

educators perceive outdoor learning as beneficial for social and emotional learning (SEL), particularly due to its unstructured nature, which fosters SEL competencies (Molyneux et al., 2022). Bastianello et al. report improvements in social interaction and cognitive-behavioral regulation among young children participating in outdoor activities, further supporting the role of outdoor environments in fostering social-emotional skills (Bastianello et al., 2025; Felice et al., 2022; Lane & Smith, 2021; Son & Berdychevsky, 2024). Additionally, Patchen et al. discuss the cognitive and psychological benefits of outdoor time, which indirectly supports social-emotional development by enhancing overall wellbeing (McCoy et al., 2019; Niu et al., 2022; Reid et al., 2020; Wu et al., 2017). While these studies collectively underscore the potential of outdoor learning to enhance social-emotional development, they also highlight the need for more targeted research to establish a comprehensive understanding of these impacts and to develop effective pedagogical strategies for integrating outdoor learning into early childhood education (Huberty, 2024; Mann et al., 2022).

Despite the prevalent use of outdoor class activities in early childhood education, research specifically targeting their direct impact on social-emotional development is limited, with most studies focusing on cognitive or physical outcomes. However, some research does highlight the socio-emotional benefits of outdoor learning. For instance, a systematic review by Mann et al. underscores the socio-emotional and academic benefits of nature-specific outdoor learning, noting improvements in student engagement, social skills, and self-concept factors (Mann et al., 2022; Patchen et al., 2024). Similarly, Molyneux et al. found that educators perceive outdoor learning as beneficial for social and emotional learning (SEL), emphasizing the emergent and unstructured nature of outdoor activities as key to these benefits (Molyneux et al., 2022). Additionally, interventions like yoga and mindfulness have shown promise in enhancing social-emotional skills and resilience among young children, particularly in minoritized communities, although more controlled studies are needed to strengthen the evidence base (“Yoga and Mindfulness for Social-Emotional Development and Resilience in 3–5 Year-Old Children: Non-Randomized, Controlled Intervention,” 2023).

The Think Equal program in Colombia also demonstrated positive effects on children’s prosocial behavior and self-awareness, suggesting that well-designed interventions can effectively foster socio-emotional skills (Näslund-Hadley et al., 2023). Furthermore, Martikainen et al. reported that specific early childhood education interventions, such as SAGA and Pikkuli, significantly improved prosocial behavior and reduced internalizing and externalizing problems (Martikainen et al., 2023). Despite these findings, the variability in outdoor provision and the lack of explicit policy support, as noted by Josephidou et al., may contribute to unequal access and underdevelopment of the pedagogic value of outdoor environments (Huberty, 2024; Josephidou et al., 2021). Overall, while there is evidence supporting the socio-emotional benefits of outdoor learning, further research is needed to explore these impacts comprehensively and to develop robust pedagogical frameworks that integrate outdoor activities into early childhood education effectively.

This study aims to address this gap by examining the relationship between outdoor class activities and social-emotional development in early childhood, with TK IT Sakinah Sungai Rumbai as the case study context. This school is known for consistently integrating outdoor class activities into its curriculum and providing supportive facilities such as safe transportation and access to various educational sites. The primary goal of this research is to explore how outdoor class experiences support key dimensions of social-emotional development—peer interaction, emotional regulation, and empathy—in the social and natural environments encountered during these activities. This research aims to demonstrate how unstructured activities outside the classroom can help children learn to interact better with others and manage their emotions more effectively.

The uniqueness of this study lies in its holistic and integrative approach. Rather than separating the effects of outdoor class from other aspects of learning, this study uses data from multiple sources, including observations, interviews with educators, and assessments of child development. This comprehensive methodology allows for a deeper understanding of how outdoor classes influence social-emotional competence in real-life contexts. The findings of this

study are expected to contribute to enriching early childhood education curricula and encourage further development of experiential learning's importance.

## **METHOD**

This study employed a qualitative approach to explore the relationship between outing class activities and the socio-emotional development of early childhood students at TK IT Sakinah Sungai Rumbai. A qualitative design was chosen to gain an in-depth understanding of the meanings and experiences perceived by children, teachers, and school administrators regarding outing class activities (Busetto et al., 2020; Ferreira et al., 2020).

The participants consisted of early childhood students who participated in outing class activities, as well as the principal and teachers who were directly involved in planning and implementing these activities. Data were collected through direct observation, semi-structured interviews, and documentation. Observations focused on children's social interactions and emotional expressions during outing class activities, while interviews with the principal and teachers explored their views on how these activities influenced socio-emotional growth. Supporting documentation included photos of the activities and socio-emotional records from the school's assessment system, which tracked students' emotional and behavioral development (Chen, 2024).

The instruments used in this study were observation guidelines to document children's behaviors, interview guides for school personnel, and documentation sheets to record relevant visual and written data. Data were analyzed using the interactive model proposed by Miles and Huberman (2018), which involves three steps: data reduction, data display, and conclusion drawing/verification. First, all raw data were filtered and summarized to focus on information relevant to the research objectives. Then, selected data were organized narratively to illustrate key patterns related to socio-emotional development. Finally, conclusions were drawn and verified through cross-checking with multiple data sources (Damayanti & Syafril, 2024).

To ensure data validity, this study applied triangulation techniques. Source triangulation was achieved by comparing observation, interview, and documentation data. Method triangulation involved combining various data collection methods, and time triangulation was employed by conducting repeated observations and interviews at different times to test consistency (Donkoh & Mensah, 2023; Morgan, 2024).

## **RESULT AND DISCUSSION**

This study examined the relationship between outing class activities and the socio-emotional development of early childhood learners at TK IT Sakinah Sungai Rumbai. These activities provided children with valuable experiences to support their social and emotional growth, such as peer interaction, emotional regulation, sharing, and adapting to new environments.

Based on observations and assessments conducted during the outing class program, several significant findings emerged regarding the emotional responses and socio-emotional development of the children. The assessment was conducted based on indicators such as Self-Awareness, Responsibility, and Prosocial Behavior, which measure how well the children regulate themselves, take responsibility for their behavior, and interact positively with peers and their surroundings.

### **Socio-Emotional Responses of Children in Outing Class Activities**

The socio-emotional development of children plays a critical role in their overall growth and their ability to navigate social situations. Table 1 provides a summary of the socio-emotional observations made during various outing class activities at TK IT Sakinah Sungai Rumbai. The table outlines both positive and negative emotional reactions that the children exhibited throughout the activities, helping to paint a clear picture of how children emotionally responded to social interactions in real-life scenarios. Positive emotions such as happiness, excitement, and curiosity were often observed during activities like the Teacher-Parent Gathering, health center visits, and group photo sessions. On the other hand, negative emotions, such as impatience and disputes over seating, were typically seen in situations that

required children to wait or engage in activities with peers. These observations are vital for understanding the emotional development of children, as they highlight the various social experiences that influence emotional responses and behavior in a group setting.

### 1. Self-Awareness and Emotional Regulation

The children exhibited significant progress in self-awareness and emotional regulation during outing class activities. A majority of the children were categorized as "Developing as Expected" (BSH) or "Very Well Developed" (BSB) in their ability to identify and manage their emotions. Activities such as the visit to the health center allowed children to experience new environments, which led to heightened emotional awareness. They exhibited both positive emotions (curiosity, happiness) and negative emotions (fear, uncertainty) during these experiences.

The experience of visiting a health center, where children interacted with unfamiliar adults and new environments, helped foster greater emotional awareness and regulation. This is consistent with Erikson's theory of development, which suggests that exposure to new social situations helps children regulate their emotions by recognizing and adjusting their feelings in social contexts. Through this outing, children not only learned how to manage emotions like fear and excitement but also developed a deeper understanding of their emotional responses to new and unfamiliar situations.



Figure 1. Children interacting with healthcare professionals during the visit to the health center.

### 2. Responsibility

Outing class activities were observed to significantly enhance children's sense of responsibility, both toward themselves and others. Most children demonstrated development in responsibility, with many being categorized as "Developing as Expected" (BSH) or "Very Well Developed" (BSB) in this area. Children were seen taking on small responsibilities, such as organizing their belongings or ensuring they followed group instructions.

The outing class activities, particularly those involving group tasks such as boarding the bus or following specific routes during visits, allowed children to take on responsibilities that were essential for smooth group functioning. These responsibilities, while seemingly simple, helped children develop a sense of autonomy and accountability. By understanding that their actions affected the group, children learned how to regulate their behavior in a shared social context, thus reinforcing their personal responsibility.

### 3. Prosocial Behavior

Prosocial behaviors such as sharing, helping peers, and cooperating in group activities were notably observed in nearly all of the children. Most children were categorized as "Developing as Expected" (BSH) or "Very Well Developed" (BSB) in terms of their ability to engage in prosocial behavior.

The social interactions that occurred during the outing class, such as sharing snacks, helping each other in difficult situations, or simply interacting with peers, provided children with the opportunity to engage in and learn from these behaviors. These experiences were particularly important in the development of empathy and cooperation. By engaging in shared tasks and group activities, children learned how to negotiate, collaborate, and empathize with others, thus improving their social relationships.



Figure 2. Waiting in line to board the bus before leaving for the outing class can be considered a prosocial activity

Table 1. Summary of Socio-Emotional Observations During Outing Class Activities

| No | Activity                           | Positive Emotions                                    | Negative Emotions                                |
|----|------------------------------------|--|--|
| 1  | Teacher-Parent Gathering           | Children began making friends and playing with peers | None recorded                                    |
| 2  | Picked up by school bus            | Children felt happy and excited                      | Disputes over seating                            |
| 3  | Morning exercise                   | Children enjoyed the movements and felt amused       | Some impatience to depart                        |
| 4  | Rule explanation                   | Children followed teacher instructions willingly     | Some impatience to depart                        |
| 5  | Departing by bus                   | Children felt cheerful and enthusiastic              | Disputes over seating                            |
| 6  | Health Center visit (presentation) | Children were eager to learn about professions       | Some became upset wanting to explore immediately |
| 7  | Visit to clinics and ER            | Children expressed amazement and curiosity           | Some were fearful of new interactions            |
| 8  | Group photo                        | Children enjoyed the session                         | None recorded                                    |
| 9  | Return trip                        | Children felt satisfied and happy                    | Some were annoyed over seating                   |
| 10 | Lunch and rest                     | Children appeared cheerful                           | Some impatience to go home                       |
| 11 | Going home by bus                  | Children were happy and cooperative                  | None recorded                                    |

#### Analysis of Socio-Emotional Responses During Outing Class Activities

Table 1 summarizes the socio-emotional responses of children during various outing class activities at TK IT Sakinah Sungai Rumbai. The table outlines both positive and negative emotions experienced by the children during different activities, shedding light on how they

responded to social interactions, instructions, and new environments. This section provides a detailed analysis of the findings from the table, linking each activity to the development of specific socio-emotional skills in the children.

#### 1. Teacher-Parent Gathering

The children showed happiness and excitement as they began making friends and playing with their peers. There were no negative emotions recorded during this activity.

This activity provided the children with an opportunity to build social relationships with their peers and adults (teachers and parents). The joy and excitement displayed by the children indicate that they feel comfortable in this social setting, which is essential for developing their self-awareness and social interaction skills. This is aligned with Erikson's theory of trust vs. mistrust, where children at this stage develop trust in their social environment and caregivers. The positive emotional response also indicates that the children are moving toward establishing a healthy sense of trust and confidence in new social interactions.

#### 2. Picked up by School Bus

Children felt happy and excited when they were picked up by the bus. However, some disputes arose over seating, particularly between Dinda and Zahira.

The seating conflict reveals challenges in sharing and managing limited resources, which are fundamental aspects of social development. These situations offer valuable lessons in conflict resolution and prosocial behavior, such as negotiation and compromise. The children's ability to resolve conflicts, as seen in the agreement between Dinda and Zahira, demonstrates their development of empathy and respect for others' needs. These moments allow children to practice emotional regulation and strengthen their social skills, both critical aspects of their emotional growth.

#### 3. Morning Exercise

The children enjoyed the physical movements during the morning exercise and felt amused. However, Azzam appeared impatient and was moving around the room rather than participating in the exercise.

Morning exercises allowed children to release their energy, contributing to their emotional regulation and physical development. Azzam's impatience highlights his struggle with self-regulation in situations that require waiting or following instructions. This behavior is typical for children at this stage, and it presents an opportunity to teach them how to manage their impulses and focus on the present task. The activity also provides an opportunity to reinforce the importance of discipline and self-control, key elements of self-awareness in the development of young children.

#### 4. Rule Explanation by the Teacher

Children were enthusiastic while listening to the teacher's explanation of the rules. However, Azzam remained impatient and kept moving around the room.

This activity is crucial for teaching discipline and helping children develop self-control. The enthusiasm of the children as they listened to the rules suggests that they are willing to absorb and follow instructions. Azzam's restlessness, however, indicates that he needs further support in developing patience and learning how to wait for the next activity. This moment emphasizes the importance of teaching children self-regulation and the ability to control their emotions, which are essential for social success.

#### 5. Departing by Bus

Children were generally cheerful and enthusiastic when boarding the bus, but another seating dispute occurred between Azzam and Dinda.

Once again, the issue of sharing space and resolving conflicts emerged. The recurring seating dispute provides another opportunity to teach children how to negotiate and compromise in social settings. Dinda's ability to give up her seat to Azzam demonstrates prosocial behavior, such as empathy and sharing. This is an important moment for developing conflict resolution skills and teaching children how to respect each other's needs in a group setting, which are crucial for forming positive social relationships.

6. Health Center Visit (Presentation)

Children were eager to learn about the different professions in the health sector, although some children felt fearful or shy when interacting with unfamiliar adults.

This visit provided an opportunity for children to develop curiosity and engagement with new experiences. The fear or shyness shown by some children highlights the developmental need for self-confidence when interacting with strangers. These moments are valuable for teaching children how to manage anxiety and build self-assurance in new social contexts. It is important for adults to provide emotional support to help children overcome fear and feel more comfortable in unfamiliar environments, which is a key part of developing emotional regulation.

7. Visit to Clinics and ER

Children were amazed and curious during the visit to the clinics and ER. Some were fearful of new interactions with healthcare professionals.

Visiting the clinics and ER allowed children to experience unfamiliar environments and interact with new social contexts. The fear exhibited by some children is a typical response when facing unfamiliar situations. This experience emphasizes the importance of teaching children how to manage their emotions and adjust to new social situations. It provides a valuable opportunity for adults to model emotional resilience and encourage social interactions with unfamiliar people.

8. Group Photo

Children thoroughly enjoyed the group photo session. Azzam initially resisted but eventually agreed after being promised a front seat on the return trip.

The group photo session emphasizes cooperation and the development of group cohesion. Azzam's eventual participation after a negotiation about the seating arrangement demonstrates the development of compromise and negotiation skills. This is an example of how children learn to consider the needs of others and engage in shared activities. These are important aspects of prosocial behavior, which play a key role in their emotional and social development.

9. Return Trip

Children felt satisfied and happy on the return trip, although some showed signs of annoyance over the seating arrangements.

While the children were generally content, the recurring issue of seating arrangements highlights the importance of teaching children how to manage frustration in situations where resources (like seats) are limited. This situation demonstrates the need to teach tolerance and patience when dealing with shared spaces and group dynamics.

10. Lunch and Rest

Children appeared cheerful during lunch and rest periods, but some became impatient as they were eager to go home.

Lunchtime provided children with an opportunity to socialize and share with their peers. However, the impatience to go home suggests that some children still need to develop skills for managing transitions and delaying gratification. This situation provides a valuable lesson in self-regulation, particularly in terms of waiting for the next activity and managing expectations.

11. Going Home by Bus

Azzam cried because the front seat was already taken by his friend Farhan. Farhan agreed to move, and Azzam apologized.

Farhan's willingness to give up his seat demonstrates empathy and prosocial behavior. Azzam's apology reflects his growing understanding of how to resolve conflicts and recognize others' feelings. This situation highlights the development of emotional intelligence, as Azzam learns to understand and manage his own emotions, as well as empathize with others.

## Children's Assessment at TK IT Sakinah Sungai Rumbai Based on Self-Awareness Indikator

Tabel 2. Children's Socio-Emotional Assessment at TK IT Sakinah Sungai Rumbai Based on Self-Awareness Indikator

| No | Child Name | Self-Awareness |            |            | Conclusion |
|----|------------|----------------|------------|------------|------------|
|    |            | 1              | 2          | 3          |            |
| 1  | A. S. H    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 2  | A. A       | BSB            | BSB        | BSB        | <b>BSB</b> |
| 3  | A. N. P    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 4  | A. R. R    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 5  | A. N. Z. M | BSB            | BSB        | BSB        | <b>BSB</b> |
| 6  | A. A.      | BSB            | BSB        | BSB        | <b>BSB</b> |
| 7  | A. D.      | BSB            | BSB        | BSB        | <b>BSB</b> |
| 8  | A. A. R.   | BSB            | BSB        | BSB        | <b>BSB</b> |
| 9  | A. B. E    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 10 | A. R.      | BSB            | BSB        | BSB        | <b>BSB</b> |
| 11 | A. H. A    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 12 | A. A. A    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 13 | D. K.      | BSH            | BSH        | BSH        | <b>BSH</b> |
| 14 | J. A. J    | BSH            | BSH        | BSH        | <b>BSH</b> |
| 15 | M. F.      | BSH            | BSH        | BSH        | <b>BSH</b> |
| 16 | S. S.      | BSH            | BSH        | BSH        | <b>BSH</b> |
| 17 | U. N. M    | <b>BSB</b>     | <b>BSB</b> | <b>BSB</b> | <b>BSB</b> |

### Self-Awareness Indicators:

1. Demonstrating the ability to adapt to situations: The child's capacity to adjust their behavior and actions based on the environment and changing circumstances.
2. Showing caution towards unfamiliar people: The ability to display appropriate caution or hesitation when interacting with strangers or unfamiliar adults.
3. Recognizing and managing one's emotions appropriately: The child's ability to identify their emotions and regulate them in socially acceptable ways.

### Analysis of Children's Socio-Emotional Assessment at TK IT Sakinah Sungai Rumbai Based on Self-Awareness Indicators

Table 2 provides an overview of children's self-awareness levels, which measure how well children manage their emotions, adapt to different situations, and recognize their feelings. The self-awareness indicator consists of three components:

1. Demonstrating the ability to adapt to situations
2. Showing caution towards unfamiliar people
3. Recognizing and managing one's emotions appropriately

The table categorizes children based on their performance in these areas, with assessment levels as follows:

1. BSH (Berkembang Sesuai Harapan) - Developing as Expected
2. BSB (Berkembang Sangat Baik) - Developing Very Well

From the table, it is clear that the majority of children fall into the BSH (Developing as Expected) category, indicating that most children are progressing well in terms of self-awareness. A smaller group of children fall into the BSB (Developing Very Well) category, suggesting that they demonstrate higher levels of self-awareness across all indicators.

### Detailed Analysis Based on Self-Awareness Indicators

1. Demonstrating the Ability to Adapt to Situations

This indicator measures the child's ability to adjust their behavior and actions based on the environment and changing circumstances. Most children (such as A.S.H, A.N.P,

A.R.R, and A.H.A) are classified as BSH across all assessments, indicating that they are capable of adapting to various social situations, although they may still be refining this ability in more complex contexts.

Adaptability is a crucial skill in early childhood development as it allows children to navigate new experiences successfully. Children in the BSH category are progressing well in adapting to familiar situations, but they may require more support when facing unfamiliar or complex social situations. Children categorized as BSB (like A.A, A.N.Z.M, and A.D.) exhibit a higher level of adaptability, demonstrating greater flexibility and social awareness when interacting with others.

2. Showing Caution Towards Unfamiliar People

This indicator assesses a child’s ability to display appropriate caution or hesitation when interacting with strangers or unfamiliar adults. Children like A.A., A.D., and A.N.Z.M are classified as BSB, indicating that they show appropriate caution when engaging with unfamiliar individuals. Most children fall under BSH, suggesting that they demonstrate a typical level of caution but may still need guidance in more complex social situations.

The ability to identify potential risks and act with appropriate caution towards unfamiliar individuals is vital for ensuring children's safety and helping them understand appropriate social boundaries. Children in the BSH category are progressing well but may still need guidance in differentiating between safe and unsafe interactions with strangers. Children in the BSB category demonstrate higher levels of caution, suggesting they have stronger social awareness and a more accurate ability to assess unfamiliar people.

3. Recognizing and Managing One’s Emotions Appropriately

This indicator evaluates how well children can recognize and manage their emotions in socially acceptable ways. Most children in the table, including A.S.H, A.N.P, and A.R.R, are in the BSH category, indicating they are capable of recognizing and managing their emotions appropriately, although they may still be developing these skills. The BSB group, such as A.A., A.N.Z.M, and A.D., shows a higher level of emotional regulation and self-awareness, with a clearer ability to manage their emotions even in challenging situations.

Emotional regulation is a crucial skill in social interactions, especially in group settings, and plays a key role in a child’s ability to form healthy relationships with peers and adults. Children in the BSH category are on track to recognizing and regulating their emotions but may need more practice managing frustration, anger, or anxiety in social contexts. Children categorized as BSB demonstrate exceptional emotional awareness, indicating they can effectively identify, express, and regulate their emotions. This ability is strongly linked to social intelligence, allowing them to adapt their behavior to social expectations with ease.

**Children's Development in Responsibility for Self and Others**

Table 3. Children's Socio-Emotional Assessment Based on Responsibility for Self and Others

| No | Child Name | Responsibility for Self and Others |     |     |     | Conclusion |
|----|------------|------------------------------------|-----|-----|-----|------------|
|    |            | 1                                  | 2   | 3   | 4   |            |
| 1  | A. S. H    | BSB                                | BSB | BSB | BSB | <b>BSB</b> |
| 2  | A. A       | BSH                                | BSH | BSH | BSH | <b>BSH</b> |
| 3  | A. N. P    | BSH                                | BSH | BSH | BSH | <b>BSH</b> |
| 4  | A. R. R    | BSH                                | BSH | BSH | BSH | <b>BSH</b> |
| 5  | A. N. Z. M | BSH                                | BSH | BSH | BSH | <b>BSH</b> |
| 6  | A. A.      | BSB                                | BSB | BSB | BSB | <b>BSB</b> |
| 7  | A. D.      | BSB                                | BSB | BSB | BSB | <b>BSB</b> |
| 8  | A. A. R.   | BSB                                | BSB | BSB | BSB | <b>BSB</b> |

|    |                |            |            |            |            |            |
|----|----------------|------------|------------|------------|------------|------------|
| 9  | A. B. E        | BSH        | BSH        | BSH        | BSH        | <b>BSH</b> |
| 10 | A. R.          | BSB        | BSB        | BSB        | BSB        | <b>BSB</b> |
| 11 | A. H. A        | BSH        | BSH        | BSH        | BSH        | <b>BSH</b> |
| 12 | A. A. A        | BSB        | BSB        | BSB        | BSB        | <b>BSB</b> |
| 13 | D. K.          | BSB        | BSB        | BSB        | BSB        | <b>BSB</b> |
| 14 | J. A. J        | BSH        | BSH        | BSH        | BSH        | <b>BSH</b> |
| 15 | M. F.          | BSH        | BSH        | BSH        | BSH        | <b>BSH</b> |
| 16 | S. S.          | BSB        | BSB        | BSB        | BSB        | <b>BSB</b> |
| 17 | <b>U. N. M</b> | <b>BSH</b> | <b>BSH</b> | <b>BSH</b> | <b>BSH</b> | <b>BSH</b> |

Responsibility for Self and Others Indicators:

1. Understanding personal rights: Recognizing one's own needs, desires, and limits, and learning to assert them respectfully.
2. Following class rules (activities, rules): Adhering to established classroom and social rules to ensure a harmonious environment.
3. Self-regulation: Managing emotions, behavior, and impulses in various contexts.
4. Taking responsibility for actions for personal well-being: Showing accountability for their actions and understanding the consequences.

### **Analysis of Children's Socio-Emotional Assessment Based on Responsibility for Self and Others**

Table 3 provides a summary of the children's ability to demonstrate responsibility for themselves and others based on four key indicators: Understanding personal rights: Recognizing one's own needs, desires, and limits, and learning to assert them respectfully.

1. Following class rules: Adhering to established classroom and social rules to ensure a harmonious environment.
2. Self-regulation: Managing emotions, behavior, and impulses in various contexts.
3. Taking responsibility for actions for personal well-being: Showing accountability for their actions and understanding the consequences.

The children are assessed on these indicators, and the results are categorized as:

1. BSH (Berkembang Sesuai Harapan) - Developing as Expected
2. BSB (Berkembang Sangat Baik) - Developing Very Well

From the table, it is evident that the majority of children are in the BSH category, indicating that they are developing responsibility in expected ways. However, there is also a group of children who are in the BSB category, showing that they are demonstrating advanced levels of responsibility across all four indicators.

The results suggest that, in general, children are progressing well in terms of understanding personal rights, following rules, managing their behavior, and taking responsibility for their actions. Most children are on track, with a few showing exceptional development in these areas.

#### **Detailed Analysis Based on Responsibility for Self and Others Indicators**

##### **1. Understanding Personal Rights**

This indicator measures a child's ability to recognize their own needs, desires, and limits, and assert them respectfully. Children like A.S.H, A.A., A.N.P, and others in the BSB category show high awareness of their personal rights and are able to assert themselves in a respectful and appropriate manner. Meanwhile, the majority of children are in the BSH category, suggesting that while they understand their rights, they are still refining their ability to assert them.

Understanding personal rights is foundational for self-advocacy and social interactions. Children in the BSH category are developing their understanding of their personal boundaries, but may need more opportunities to practice asserting their needs and desires in various social contexts. The children in the BSB category demonstrate advanced understanding of their

personal rights, suggesting they are more confident in expressing their needs and limits, which is key for healthy interpersonal relationships.

## 2. Following Class Rules

This indicator reflects a child’s ability to adhere to classroom and social rules to maintain a harmonious environment. Children in the BSH category (such as A.N.P, A.R.R, A.H.A, and others) demonstrate consistent adherence to rules, indicating they are on the right track in developing social responsibility. The BSB children, such as A.S.H and A.A., exhibit exceptional compliance with rules, suggesting a high level of understanding and internalization of classroom expectations.

Following rules is an essential aspect of social responsibility and group dynamics. The ability to consistently follow rules demonstrates that children are learning to navigate social norms and work collaboratively in a group setting. Children in the BSH category are making good progress in rule adherence, but still have opportunities to further refine their understanding of social expectations. On the other hand, the BSB children have mastered this skill, showing that they are self-regulated in their behavior and contribute positively to the class environment.

## 3. Self-Regulation

Self-regulation refers to the ability to manage emotions, behavior, and impulses in various contexts. Most children, such as A.N.P, A.R.R, A.B.E, and others, fall under BSH, showing that they are developing the ability to regulate their emotions and behavior but may need further support in more challenging or stressful situations. Children in the BSB category, like A.S.H and A.A., demonstrate advanced emotional regulation and are more adept at controlling impulses and emotions in a range of situations.

Self-regulation is one of the most important skills for social-emotional development, as it enables children to manage stress, cope with frustration, and interact harmoniously with others. Children in the BSH category are on the right path but still need more practice in emotion management and impulse control. The BSB children, however, exhibit high levels of emotional intelligence and self-control, which are crucial for success in both social and academic settings.

## 4. Taking Responsibility for Actions for Personal Well-Being

This indicator assesses whether children take accountability for their actions and understand the consequences of their behavior. Children in the BSH category, such as A.A., A.N.Z.M, and others, demonstrate basic responsibility for their actions, but may still be learning the long-term consequences of their behavior. The BSB children, like A.S.H and A.D., show a high level of accountability, consistently understanding the impact of their actions and making thoughtful choices.

Taking responsibility for one’s actions is crucial for the development of moral reasoning and accountability. Children who are still in the BSH category are learning how their actions affect others and are beginning to understand cause-and-effect relationships. The BSB children, however, demonstrate a deeper level of reflection and consistently show that they can take responsibility for their choices and the consequences. This ability is fundamental for personal growth and forming responsible social relationships.

## Children’s Prosocial Behavior and Social Skills Development

Table 4. Children's Socio-Emotional Assessment Based on Prosocial Behavior Indicators

| No | Child Name | Prosocial Behavior Indicators |     |     |     |     |     |     |     |     | Conclusion |            |
|----|------------|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|------------|------------|
|    |            | 1                             | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   |            |            |
| 1  | A. S. H    | BSB                           | BSB | BSB | BSB | BSB | BSB | BSB | BSB | BSB | BSB        | <b>BSB</b> |
| 2  | A. A       | BSH                           | BSH | BSH | BSH | BSH | BSH | BSH | BSH | BSH | BSH        | <b>BSH</b> |
| 3  | A. N. P    | BSH                           | BSH | BSH | BSH | BSH | BSH | BSH | BSH | BSH | BSH        | <b>BSH</b> |
| 4  | A. R. R    | BSH                           | BSH | BSH | BSH | BSH | BSH | BSH | BSH | BSH | BSH        | <b>BSH</b> |
| 5  | A. N. Z. M | BSB                           | BSB | BSB | BSB | BSB | BSB | BSB | BSB | BSB | BSB        | <b>BSB</b> |

|    |              |            |            |            |            |            |            |            |            |            |            |            |
|----|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 6  | A. A.        | BSB        | <b>BSB</b> |
| 7  | A. D.        | BSB        | <b>BSB</b> |
| 8  | A. A. R.     | BSB        | <b>BSB</b> |
| 9  | A. B. E      | BSB        | <b>BSB</b> |
| 10 | A. R.        | BSB        | <b>BSB</b> |
| 11 | A. H. A      | BSB        | <b>BSB</b> |
| 12 | A. A. A      | BSH        | <b>BSH</b> |
| 13 | D. K.        | BSH        | <b>BSH</b> |
| 14 | J. A. J      | BSH        | <b>BSH</b> |
| 15 | M. F.        | BSH        | <b>BSH</b> |
| 16 | S.S          | BSB        | <b>BSB</b> |
| 17 | <b>U.N.M</b> | <b>BSB</b> |

Prosocial Behavior Indicators:

1. Playing with peers: Engaging in cooperative play activities with classmates and peers.
2. Understanding friends' feelings and responding appropriately: Recognizing others' emotions and responding to them in a socially acceptable way.
3. Sharing with others: Willingly giving up items to share with others.
4. Respecting others' rights/opinions/works: Showing respect for others' ideas, opinions, and personal property.
5. Using socially accepted ways to solve problems (problem-solving thinking): Demonstrating positive conflict resolution strategies.
6. Cooperating with friends: Working together with peers for a common goal.
7. Displaying tolerance: Being open to others' differences and perspectives.
8. Expressing emotions appropriately: Demonstrating the ability to express feelings such as happiness, sadness, or excitement in an appropriate manner.
9. Following manners and cultural etiquette: Exhibiting behavior in line with social norms and cultural expectations.

#### **Analysis of Children's Socio-Emotional Assessment Based on Prosocial Behavior Indicators**

Table 4 presents a detailed overview of children's prosocial behaviors based on various indicators. These indicators assess children's ability to engage in positive social interactions such as sharing, cooperation, respecting others, and more. The assessment is based on nine indicators:

1. Playing with peers: Engaging in cooperative play activities with classmates and peers.
2. Understanding friends' feelings and responding appropriately: Recognizing others' emotions and responding to them in socially acceptable ways.
3. Sharing with others: Willingly giving up items to share with others.
4. Respecting others' rights/opinions/works: Showing respect for others' ideas, opinions, and personal property.
5. Using socially accepted ways to solve problems (problem-solving thinking): Demonstrating positive conflict resolution strategies.
6. Cooperating with friends: Working together with peers for a common goal.
7. Displaying tolerance: Being open to others' differences and perspectives.
8. Expressing emotions appropriately: Demonstrating the ability to express feelings such as happiness, sadness, or excitement in an appropriate manner.
9. Following manners and cultural etiquette: Exhibiting behavior in line with social norms and cultural expectations.

The results are categorized into two levels:

1. BSH (Berkembang Sesuai Harapan) - Developing as Expected
2. BSB (Berkembang Sangat Baik) - Developing Very Well

Most children were categorized as either BSH or BSB, with a few exceptions. Below is a detailed analysis of each prosocial behavior indicator based on the children's assessments.

Most children exhibited strong prosocial behaviors, with the majority falling into the BSH (Developing as Expected) category, which suggests they are progressing well in understanding and demonstrating prosocial behaviors. However, several children were categorized as BSB (Developing Very Well), indicating that they consistently display a high level of prosocial behavior across all indicators.

#### **Detailed Analysis Based on Prosocial Behavior Indicators**

##### 1. Playing with Peers

This indicator reflects the child's ability to engage in cooperative play activities with classmates and peers. Children in the BSB category, such as A.S.H, A.N.Z.M, and others, demonstrate advanced cooperative play skills. Meanwhile, those in the BSH category (e.g., A.A., A.N.P, and others) are still developing their ability to engage fully in peer play.

Cooperative play is a foundational aspect of social-emotional development, as it encourages children to work together and share experiences. Children in the BSH category are on track but may benefit from more structured opportunities for collaborative play to strengthen these skills. BSB children show strong abilities in playing with peers, often taking leadership roles in group activities, which helps foster social cohesion.

##### 2. Understanding Friends' Feelings and Responding Appropriately

This indicator measures the child's ability to recognize and respond to others' emotions in socially acceptable ways. Children like A.S.H and A.N.Z.M in the BSB category demonstrate a high level of empathy and sensitivity toward others' feelings. Children in the BSH category are still developing these skills but show awareness of emotions in basic social interactions.

Empathy and the ability to respond appropriately to others' emotions are key aspects of prosocial behavior. The children in the BSH category are progressing in recognizing emotions but may still need practice in responding effectively. The BSB children show mature emotional intelligence, which helps them build deeper and more meaningful connections with their peers.

##### 3. Sharing with Others

Sharing is a fundamental prosocial behavior. Children in the BSB category (e.g., A.S.H, A.N.Z.M) demonstrate exceptional sharing behaviors, consistently offering their belongings to others. Children in the BSH category, like A.A. and A.N.P, are still refining this skill and are observed sharing willingly in appropriate situations.

Sharing is critical for promoting positive group dynamics and fostering a sense of community. Children in the BSH category are generally learning the concept of sharing but may still struggle in situations requiring more selflessness. The BSB children consistently demonstrate altruism, which is essential for forming cooperative relationships and empathy.

##### 4. Respecting Others' Rights/Opinions/Works

This indicator reflects the child's ability to respect others' opinions, rights, and personal property. Most children, including those in the BSH category (e.g., A.N.P, A.R.R), display respect for their peers' rights, but some are still learning to consistently demonstrate this respect in different social contexts. BSB children like A.S.H and A.D. exhibit exceptional respect for others' rights and ideas.

Respecting others is foundational to building positive and healthy relationships. The children in the BSH category are progressing well but may need more reinforcement in learning to actively respect others' perspectives. The BSB children show strong interpersonal skills, consistently valuing others' opinions and property, which contributes to a harmonious social environment.

##### 5. Using Socially Accepted Ways to Solve Problems (Problem-Solving Thinking)

This indicator measures the child's ability to use socially accepted strategies to resolve conflicts. Children like A.S.H and A.N.Z.M in the BSB category consistently apply positive conflict resolution strategies, while those in the BSH category, such as A.A., are still learning how to handle conflicts in a socially appropriate manner.

Problem-solving is a crucial skill for managing social conflicts and promoting cooperation. Children in the BSH category may still need practice in using effective conflict

resolution strategies. The BSB children, on the other hand, demonstrate mature problem-solving abilities and can navigate conflicts in a way that enhances group cooperation and fosters positive peer relationships.

6. Cooperating with Friends

This indicator reflects the child’s ability to cooperate with peers for a common goal. Children in the BSB category, such as A.S.H and A.N.Z.M, show exceptional cooperation in group activities. Children in the BSH category, like A.A. and A.N.P, are still developing their ability to cooperate effectively.

Cooperation is essential for group success and social harmony. Children in the BSH category are developing their cooperative skills but may still need guidance in collaborating effectively in group settings. The BSB children demonstrate leadership and collaboration, which helps in achieving common goals and promoting a sense of community.

7. Displaying Tolerance

Children in the BSB category, such as A.S.H and A.N.Z.M, demonstrate high levels of tolerance for differences in others, embracing diversity in both ideas and perspectives. Most children in the BSH category are still learning how to fully accept others' differences.

Tolerance is a key prosocial behavior that promotes inclusivity and understanding. Children in the BSH category are developing the ability to accept differences, but may need more exposure to diverse perspectives. The BSB children already demonstrate exceptional open-mindedness, which helps create a welcoming and inclusive environment for all peers.

8. Expressing Emotions Appropriately

This indicator assesses a child’s ability to express emotions in an appropriate and socially acceptable manner. Children in the BSB category, such as A.S.H and A.N.Z.M, express their emotions clearly and appropriately, while those in the BSH category, like A.A., are still refining their emotional expression skills.

Appropriate emotional expression is critical for effective communication and maintaining positive social relationships. Children in the BSH category are still developing this skill, and they may benefit from opportunities to practice expressing their emotions in a safe and supportive environment. Children in the BSB category have already mastered this skill, which helps them navigate social interactions with ease.

9. Following Manners and Cultural Etiquette

This indicator reflects the child’s ability to follow manners and cultural etiquette. Children in the BSB category consistently exhibit strong manners and respect for cultural norms, while children in the BSH category are still learning the social nuances of polite behavior.

Manners and cultural etiquette are essential for building respect and positive social interactions. Children in the BSH category are developing these behaviors and will continue to refine their understanding of social expectations. The BSB children have a strong foundation in these areas, which contributes to their ability to navigate different social contexts with respect and confidence.

**Overall Socio-Emotional Assessment of Children at TK IT Sakinah Sungai Rumbai**

Table 5. Children’s Socio-Emotional Assessment at TK IT Sakinah Sungai Rumbai

| No | Child Name | Self-Awareness | Responsibility | Prosocial Behavior | Conclusion |
|----|------------|----------------|----------------|--------------------|------------|
| 1  | A. S. H    | BSH            | BSB            | BSB                | BSB        |
| 2  | A. A       | BSB            | BSH            | BSH                | BSH        |
| 3  | A. N. P    | BSH            | BSH            | BSH                | BSH        |
| 4  | A. R. R    | BSH            | BSH            | BSH                | BSH        |
| 5  | A. N. Z. M | BSB            | BSH            | BSB                | BSB        |
| 6  | A. A.      | BSB            | BSB            | BSB                | BSB        |
| 7  | A. D.      | BSB            | BSB            | BSB                | BSB        |
| 8  | A. A. R.   | BSB            | BSB            | BSB                | BSB        |
| 9  | A. B. E    | BSH            | BSH            | BSB                | BSH        |

|    |         |     |     |     |     |
|----|---------|-----|-----|-----|-----|
| 10 | A. R.   | BSB | BSB | BSB | BSB |
| 11 | A. H. A | BSH | BSH | BSB | BSH |
| 12 | A. A. A | BSH | BSB | BSH | BSH |
| 13 | D. K.   | BSH | BSB | BSH | BSH |
| 14 | J. A. J | BSH | BSH | BSH | BSH |
| 15 | M. F.   | BSH | BSH | BSH | BSH |
| 16 | S. S.   | BSH | BSB | BSB | BSB |
| 17 | U. N. M | BSB | BSH | BSB | BSB |

Note:

BB = Not Yet Developed

MB = Beginning to Develop

BSH = Developing as Expected

BSB = Very Well Developed

### **Analysis of Children's Socio-Emotional Assessment at TK IT Sakinah Sungai Rumbai**

Table 5 provides a comprehensive overview of children's socio-emotional development at TK IT Sakinah Sungai Rumbai, based on three key indicators:

1. **Self-Awareness:** The child's ability to recognize their emotions, manage them, and adapt to different situations.
2. **Responsibility:** Demonstrating responsibility for themselves and others, including following rules and taking accountability for their actions.
3. **Prosocial Behavior:** Engaging in positive social behaviors such as cooperation, sharing, and respecting others.

The table provides the socio-emotional assessment for each child, categorized based on their development in these three indicators. The conclusion column summarizes the child's overall development across these domains.

From the table, it is evident that the majority of children are developing socio-emotional skills at expected levels (BSH), with a significant portion of children also demonstrating advanced development in specific areas (BSB). The children are assessed across self-awareness, responsibility, and prosocial behavior, and the results suggest overall positive development in these key areas.

### **Detailed Analysis Based on Socio-Emotional Indicators**

#### **1. Self-Awareness**

Self-awareness is crucial in early childhood development, as it helps children understand their emotions and how to manage them in social situations. The children like A.S.H, A.N.Z.M, and A.A. show advanced self-awareness with BSB ratings, indicating they recognize and regulate their emotions very well. Most children, such as A.A., A.N.P, and A.R.R, are categorized as BSH, showing expected development in self-awareness.

Self-awareness is foundational for emotional regulation and social interactions. The children in the BSH category are developing an understanding of their emotions and are learning how to manage them in different contexts. The children in the BSB category show high emotional intelligence, able to not only recognize their feelings but also respond appropriately in various situations. These children are demonstrating strong self-regulation and emotional resilience, key indicators of healthy socio-emotional development.

#### **2. Responsibility**

Responsibility involves understanding one's own actions and their impact on others. Children such as A.S.H, A.A., and A.D. have been rated as BSB, indicating that they show a high level of responsibility for both themselves and others, consistently adhering to class rules and taking accountability for their actions. Many other children, including A.N.P and A.R.R, are in the BSH category, showing developing responsibility and the ability to follow rules and understand consequences.

Developing responsibility is crucial for social interactions and academic success. Children in the BSH category are on the right track but may still need further practice in consistently taking responsibility for their actions. The BSB children, however, display

advanced levels of accountability, showing that they can manage their behavior, follow rules, and contribute positively to group dynamics. This responsibility will help them navigate more complex social situations as they grow older.

### 3. Prosocial Behavior

This indicator measures the child's ability to engage in positive social interactions, such as cooperating with others, sharing, and respecting peers. Children like A.S.H, A.N.Z.M, and A.D. demonstrate advanced prosocial behavior (rated BSB) across all indicators, including cooperation, sharing, and respecting others. Children such as A.A., A.R.R, and A.N.P in the BSH category show good development in these areas, displaying expected prosocial behaviors but still refining them in more complex social interactions.

Prosocial behavior is an essential aspect of emotional and social development, as it allows children to form healthy relationships and contribute positively to group settings. The children in the BSH category are developing key prosocial skills such as cooperation and sharing but may still need more practice in complex scenarios. The BSB children show exceptional prosocial skills, regularly demonstrating positive social behaviors in both structured and unstructured settings. These children serve as role models for their peers, showing the benefits of strong interpersonal skills and empathy.

## DISCUSSION

The research conducted at TK IT Sakinah Sungai Rumbai highlights the importance of outing class activities in supporting children's social-emotional development. Based on the observations obtained, outing class activities have a significant impact on children's emotional responses, both positive and negative. For example, in Table 1, activities such as the parent-teacher meeting and bus rides triggered positive emotions in children, such as happiness, enthusiasm, and excitement. However, there were also negative emotions, such as disputes over seating, which highlighted challenges in managing children's emotions.

These outing class activities align with Erikson's theory, particularly the trust vs. mistrust stage. In this stage, children learn to build trust in their social environment, especially with peers and adults, which plays a key role in the development of emotional regulation. In the outing class activities, children were encouraged to interact with peers and engage in situations outside their usual routine, such as during the visit to the health center. As reflected in Table 1, children experienced positive emotions when learning about healthcare professions, which fostered trust and encouraged them to share knowledge and collaborate with their peers. Additionally, Erikson's theory also emphasizes the autonomy vs. shame and doubt stage, where children begin to learn about independence and how to manage their feelings. In this study, outing class activities provided an excellent context for children to manage emotions and overcome challenges, as seen in the disputes over bus seating. Table 1 notes that although there were small conflicts, children learned to resolve these issues, which is part of developing negotiation skills and empathy, two important social skills at this stage. This is consistent with Pianta (2006), who stated that social interactions involving negotiation and conflict management are essential for helping children develop social skills.

Moreover, the experience-based learning discussed earlier is highly relevant to the findings. Children did not just learn about new things through lectures or class materials, but they gained hands-on experiences that required them to adapt and interact with the outside world. This experience-based learning is reflected in Table 2, which shows improvements in self-awareness and responsibility as children began to recognize and manage their emotions in unstructured social situations. This type of learning, as Rahmawati and Nazarullail (2020) suggest, enhances learning motivation because children feel more emotionally involved and can more easily retain information obtained through direct experience.

Additionally, the development of prosocial behavior is clearly seen in Table 4, where most children showed growth in sharing, respecting peers, and cooperating. This supports findings by Kalland & Linnavalli (2022) that language abilities and social skills are closely linked. Children who manage their emotions better tend to have better communication skills, which strengthens their social relationships with peers. Therefore, outing class activities play a

vital role in developing social and cognitive skills, leading to improved emotional well-being as reflected in Table 3.

Table 3 also underscores the importance of responsibility in children's social-emotional development. Children who were previously more egocentric began to show changes in how they interacted with peers. They started taking responsibility for their actions and began understanding the impact of their behavior on others. This is consistent with Piaget's theory of egocentrism and how young children tend to focus more on themselves. However, through well-designed activities like the outing class, they slowly develop and learn to interact better with others. Interviews with Principal Ms. Nurhayati and Teacher Ms. Regina further supported these findings. Ms. Nurhayati observed that outing class activities encouraged children to communicate more openly and adapt to unfamiliar social contexts. Children also became more open in interacting with adults and better able to express their feelings in social situations they were not familiar with. Ms. Regina, a teacher involved directly in the outing class activities, noted that these activities significantly helped children overcome their fears and enhanced peer collaboration. She also observed that children gradually learned to resolve conflicts, share, and show empathy in their interactions. Overall, the outing class activities at TK IT Sakinah Sungai Rumbai successfully created an environment that supports children's social-emotional development. The children not only gained new knowledge but also learned how to manage emotions, resolve conflicts, and interact positively with peers, as shown in Table 5, which summarizes their development in terms of self-awareness, responsibility, and prosocial behavior. Thus, outing class activities serve as an effective method for supporting social-emotional development and preparing children to face social challenges while forming healthy relationships with others in the future.

The main finding of this research reveals that the children at TK IT Sakinah Sungai Rumbai are generally progressing well in terms of self-awareness, responsibility, and prosocial behavior. Most children show expected development (BSH), while a smaller group demonstrates exceptional development (BSB) across all three socio-emotional indicators. Specifically, the majority of children exhibit positive emotional regulation, the ability to follow rules, engage in prosocial behaviors like cooperation, and demonstrate empathy. The children categorized as BSB (such as A.S.H, A.N.Z.M, and A.D.) demonstrate advanced socio-emotional skills, showing higher levels of self-awareness, responsibility, and prosocial behavior than their peers. These children tend to take on leadership roles, manage emotions effectively, and show a high level of empathy, suggesting they have developed strong emotional intelligence and social skills.

The research findings underscore the critical role of early socio-emotional development in young children, aligning with previous studies that emphasize the importance of emotional regulation and self-awareness in managing interpersonal relationships and navigating social environments. (López-Pérez et al., 2016) Highlighted the connection between emotional regulation and children's ability to handle social interactions, which is supported by the notion that emotion regulation is a fundamental aspect of children's social and cognitive development, influenced by both temperament and a supportive caregiver environment (Zuddas, 2012). Similarly, emphasized the role of self-regulation in enhancing prosocial behaviors such as cooperation and empathy, which are crucial for social functioning (Eisenberg et al., 2010).

This study diverges from (Donohue et al., 2020) by identifying significant differentiation in self-awareness, responsibility, and prosocial behavior among children, suggesting variability in socio-emotional skill development (McCoy et al., 2019). The research also corroborates findings which advocate for early interventions focusing on emotional awareness and conflict resolution to improve prosocial behavior (Martikainen et al., 2023). In contrast (Rothbart et al., 2011), who found widespread struggles with emotional regulation, this study observed higher levels of emotional control among children, indicating potential environmental influences on emotional development. (Brownell, 2013) noted that prosocial behavior typically increases with age, yet this study found early demonstrations of such behaviors, suggesting that environmental factors, such as early childhood education interventions, can significantly influence the development of prosocial skills. Overall, these

findings highlight the complex interplay of genetic, environmental, and developmental factors in shaping children's socio-emotional skills, underscoring the need for targeted interventions to support early development (Cuartas et al., 2022).

The implications of this research suggest that early socio-emotional interventions can play a crucial role in the development of self-awareness, responsibility, and prosocial behavior in young children. These findings underline the importance of structured educational programs that incorporate emotional regulation, empathy training, and conflict resolution. By fostering these skills early on, educators can help children develop the emotional intelligence necessary for success both in school and in their broader social lives. Additionally, the study highlights the importance of peer interactions in encouraging prosocial behaviors such as sharing, cooperation, and respecting others. Schools and parents should collaborate to create environments that encourage these behaviors in both formal and informal settings. Furthermore, the results point to the need for individualized attention for children showing exceptional development in socio-emotional skills. These children could be offered leadership opportunities or mentorship roles, allowing them to help peers who may be in the process of refining their emotional and social skills. The findings also suggest that a holistic approach to child development, involving both the family and educational institutions, is critical in nurturing well-rounded children.

While the findings of this research are insightful, there are several limitations that need to be addressed in future studies. One limitation is the relatively small sample size of children at TK IT Sakinah Sungai Rumbai. This limited sample may not fully represent the broader population, and the results may not be generalized to other educational settings. Future research could benefit from a larger, more diverse sample across various regions to determine whether these findings hold true in different educational and cultural contexts.

Another limitation is the subjectivity of the socio-emotional assessments, particularly in terms of parental and teacher evaluations. While these assessments are valuable, they are based on observational data, which can be influenced by the evaluator's biases or perceptions. Future studies could use more objective measures, such as standardized socio-emotional scales or behavioral assessments, to provide a more accurate picture of children's socio-emotional development. Finally, the study did not investigate the long-term effects of early socio-emotional development on academic and social success later in life. It is possible that children who show strong prosocial behavior and self-awareness at a young age may face different challenges as they grow older. Further research could explore how these early skills evolve over time and their influence on later stages of childhood and adolescence.

## CONCLUSION

This study aimed to assess the socio-emotional development of children at TK IT Sakinah Sungai Rumbai, focusing on three key areas: self-awareness, responsibility, and prosocial behavior. The results reveal that the majority of children are developing these skills as expected (BSH), with a notable proportion demonstrating exceptional development (BSB) in these areas. Children classified as BSB show advanced emotional regulation, greater responsibility, and stronger prosocial behaviors such as cooperation and empathy, suggesting a high level of emotional intelligence and social competence. These findings highlight that early childhood education programs, including both structured activities and peer interactions, are integral to fostering socio-emotional growth in young children. The study also underscores the role of both the school environment and family support in shaping these key socio-emotional skills.

Based on these findings, future research should aim to explore the long-term impact of early socio-emotional development on children's academic performance and social relationships as they progress through later stages of childhood and adolescence. Additionally, larger, more diverse samples should be used to determine whether these findings are generalizable across different cultural contexts and educational settings. Future studies could also benefit from exploring intervention programs that specifically target enhancing emotional regulation and prosocial behavior in children who may not yet demonstrate these skills. Lastly, a deeper

examination of the role of peer interactions and family involvement in influencing children's socio-emotional development would provide valuable insights for improving educational practices and interventions.

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