

Developing Social-Emotional Intelligence in Early Childhood Through Group Activities at Handayani Kelanjuh Kindergarten

Wahyu Suhaeriah¹, Mohamad Hatta², Ismayadi³

¹²³Program Studi PIAUDI, Fakultas Tarbiyah, Institut Agama Islam Hamzanwadi
Pancor Lombok Timur

Article Info

Article history:

Accepted: 14 Oktober 2026

Publish: 17 Oktober 2026

Keywords:

social-emotional intelligence,
early childhood,
group activities,
social interaction,
teacher's role.

Abstract

This study aims to describe and analyze the development of social-emotional intelligence in early childhood through group activities at Handayani Kelanjuh Kindergarten. Social-emotional intelligence is a crucial aspect of child development, encompassing the ability to interact, cooperate, manage emotions, and understand both one's own feelings and those of others. The study employs a qualitative approach using a descriptive method. Data collection involved observation, interviews, and documentation regarding teachers and students. The results indicate that group activities—such as playing together, simple discussions, collaborative tasks, and role-playing—enhance children's abilities in communication, sharing, empathy, and emotional control. Furthermore, the teacher's role as a facilitator is vital in creating an environment conducive to supporting children's social interactions. Thus, group activities prove to be an effective strategy for developing social-emotional intelligence in early childhood at Handayani Kelanjuh Kindergarten.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](#)



Corresponding Author:

Wahyu Suhaeriah

,Institut Agama Islam Hamzanwadi Pancor Lombok Timur

ismayadimataran@gmail.com

1. INTRODUCTION

Early childhood education (PAUD) is a fundamental stage in human development, as it is a phase of rapid growth and development, encompassing physical, cognitive, linguistic, and socio-emotional aspects. One aspect that plays a crucial role in determining a child's future success is socio-emotional intelligence. Social-emotional intelligence relates not only to a child's ability to manage emotions but also to their ability to interact positively with their social environment. This provides an essential foundation for children to build healthy interpersonal relationships, develop empathy, and adapt to various social situations.

Social-emotional intelligence in early childhood encompasses various abilities such as recognizing one's own emotions, managing them, understanding the emotions of others, and establishing harmonious social relationships. These skills are essential in everyday life, especially in the school environment, which requires children to interact with peers and teachers. Children with strong social-emotional intelligence tend to be better able to cooperate, share, show empathy, and maintain good self-control. Conversely, children who are less developed in this area often experience difficulties adapting, interacting, and even learning.

Social-emotional development is also closely linked to a child's future academic success. Children who are able to manage their emotions well will find it easier to concentrate, have a high motivation to learn, and be able to face challenges in the learning process. This demonstrates that intellectual intelligence alone is not enough to guarantee success; it must be supported by

adequate social and emotional intelligence. Therefore, the development of social-emotional intelligence needs to be a primary focus in early childhood education.

In the context of early childhood education (PAUD), the development of social-emotional intelligence can be achieved through various approaches, one of which is group activities. Group activities involve interaction between children in a collaborative effort aimed at achieving a specific goal. Through group activities, children can learn to communicate, cooperate, respect the opinions of others, and manage conflicts that may arise during the interaction.

Various studies have shown that group activities have a significant impact on children's social-emotional development. Group play, for example, has been shown to improve children's ability to cooperate, share, and show empathy towards their peers. Furthermore, group activities also help children understand social rules and develop discipline. Thus, group activities serve not only as a means of play but also as an effective learning tool for developing children's social-emotional intelligence.

Group activities in early childhood learning can take various forms, such as role-playing, collaborative games, simple discussions, and joint projects. These activities provide opportunities for children to learn directly through experience, making learning more meaningful. Research shows that role-playing activities, for example, can improve children's ability to manage emotions, build social relationships, and develop empathy. Furthermore, collaborative learning models in group activities have also been shown to be effective in increasing children's prosocial behavior, such as helping friends, sharing, and working together.

However, in practice, many early childhood education institutions (PAUD) are still not optimal in developing children's social-emotional intelligence. Learning often focuses on cognitive aspects, such as reading, writing, and arithmetic, while social-emotional aspects receive insufficient attention. Furthermore, learning activities tend to be individualized and provide limited opportunities for children to interact with peers. This situation certainly presents a challenge for teachers in creating balanced and holistic learning.

The role of teachers in developing children's social-emotional intelligence is crucial. Teachers not only serve as transmitters of material but also as facilitators, capable of creating a conducive learning environment and supporting children's social interactions. Teachers need to design learning activities that are engaging, enjoyable, and appropriate to children's developmental characteristics. Furthermore, teachers must be able to model good behavior, such as empathy, cooperation, and effective communication, so they can serve as role models for children. Previous studies confirm that teachers' strategies, such as designing play-based activities, providing guidance, and modeling positive behavior, strongly influence the development of children's social-emotional intelligence (Angkur et al., 2024; Fadhila et al., 2024; Suryana, 2016; Triana et al., 2024).

In this context, Handayani Kelanjuh Kindergarten, as an early childhood education institution, plays a strategic role in developing children's social-emotional intelligence through group activities. Systematically designed and structured group activities are expected to be an effective means of stimulating children's social-emotional development. Therefore, an in-depth study is needed on how group activities are implemented to develop children's social-emotional intelligence at this institution.

Based on the description above, this research is crucial to gain a deeper understanding of the development of social-emotional intelligence in early childhood through group activities. This research is expected to contribute to the development of learning practices in early childhood education (PAUD), particularly in improving the quality of learning that focuses on optimal social-emotional development in children. Previous studies have examined group play, role-playing, and collaborative learning in early childhood settings (Ridwan et al., 2025; Djae, 2025; Surya & Prima, 2026), as well as teachers' strategies for developing children's social-emotional intelligence (Angkur et al., 2024; Fadhila et al., 2024). However, these studies generally focus on a single type of activity or on teacher strategies in general, and little is known about how a combination of group activities (group play, simple group work, collaborative games, and role-

playing) is carried out in daily classroom practice, and how the teacher's facilitating role supports each aspect of children's social-emotional development in a rural kindergarten. This is the research gap addressed by the present study. The novelty of this research lies in its descriptive qualitative portrayal of children's social-emotional behavior before and after group activities were implemented, drawing on observations, interviews with the class teacher and the principal, and documentation at Handayani Kelanjuh Kindergarten, Sikur District, East Lombok.

2. RESEARCH METHODS

This research uses a research method with a qualitative approach; according to Creswell, qualitative research is a type of research that explores and understands the meaning in a number of individuals or groups of people who come from social problems.

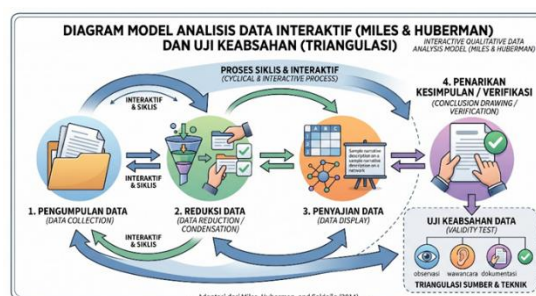
This study uses a descriptive qualitative approach, aiming to deeply understand the phenomenon of early childhood social-emotional intelligence development through group activities at Handayani Kelanjuh Kindergarten. A qualitative approach was chosen because it can depict social realities naturally and provide a comprehensive understanding of children's behavior and interactions within a learning context.

The research subjects consisted of 30 children from Class A, their class teacher, and the principal selected by purposive sampling, based on the consideration that they were directly involved in group activities. The participants were 30 children of Class A at Handayani Kelanjuh Kindergarten, together with the class teacher and the principal as key informants. The children were selected based on the following criteria: (1) they were registered as active students of Class A in the current academic year; (2) they regularly took part in the group activities organized by the teacher during the research period; and (3) they were present in the learning sessions observed by the researcher. The class teacher was selected because she designed and facilitated the group activities, and the principal was selected because he monitored the development of the children's character and behavior at school. This research was conducted from June to August 2026 at Handayani Kelanjuh Kindergarten. Data collection techniques were carried out through observation, interviews, and documentation. Observations were used to directly observe children's activities in group activities; interviews were conducted to obtain in-depth information from teachers regarding the learning strategies applied, while documentation was used to complete the research data in the form of activity photos, notes, and relevant learning tools.

An instrument is a tool used by researchers when collecting data. Its purpose is to ensure systematic and streamlined research. In qualitative research, the researcher is the instrument or research tool. Therefore, the researcher, as the instrument, must also be validated to determine their readiness to conduct research and then go into the field.

Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. To ensure data validity, this study employed source and technique triangulation techniques to ensure the data obtained could be scientifically validated.

The Miles & Huberman qualitative data analysis model (often called the interactive model) views analysis as a continuous, interrelated, and interactive cyclical process, both during and after data collection. This process consists of several main analytical activity paths, which can be presented diagrammatically.



Data collection is the activity of searching for data in the field that will be used to answer research questions. In this study, data collection was conducted through direct observation, interviews, and documentation.

Data reduction is the process of selecting, focusing on, simplifying, abstracting, and transforming raw data that emerges from written field notes. Data reduction involves four steps:

- a. Summarizing data
- b. Coding
- c. Browsing themes
- d. Creating clusters

Data presentation. Data presentation is an activity where a set of information is arranged, thus providing the possibility of drawing conclusions and taking action.

In presenting this data, there are 2 forms, namely:

- a. Narrative text form (field notes form).
- b. Matrix, graph, network, and chart. That is, connecting structured information in a coherent and easy-to-understand form.

Concluding (verification): The verification stage is the final stage, namely drawing conclusions based on data that has been arranged in a more concise and easy-to-understand form.

3. RESEARCH RESULT

1. Geographical Location and Brief History of the Institution

Handayani Kelanjuh Kindergarten is located on Jalan Jurusan Sikur-Sakra, Semaya/Darmasari Village, Sikur District, East Lombok Regency, West Nusa Tenggara. This kindergarten is located on a strategic inter-village crossing route, making it easier for residents to access early childhood education facilities. Historically, the existence of Handayani Kindergarten stems from an initiative to increase access to early childhood education services for rural communities in Darmasari and Semaya since the early 2000s (starting with the recruitment of educators around 2003) in response to the need for character development and basic education preparation for preschool-aged children.

2. Vision and Mission of the Institution

The direction of institutional development is based on a commitment to strengthening the character and holistic competencies of students:

Vision: To create early childhood children who are intelligent, cheerful, have noble morals, and have faith and piety.

Mission:

- a. Equal distribution of improvements in the quality of early childhood health and education services.
- b. Striving to increase awareness and participation in community education services in providing early childhood education.
- c. Prepare children as early as possible to enter primary education.

3. Profile of Management, Principal, and Educators

The management structure and operational management of Handayani Kindergarten are structured in an integrated manner between the foundation management, Kindergarten units, and Playgroup (KB) units:

- a. PAUD Manager / Kindergarten Principal: Imran, S.Pd (S1 Science qualification, TMT 2003, GTY status).
- b. Head of KB School / Treasurer / Deputy Head: Mariani Sukmwati, S.Pd (qualification S1 PG-PAUD, TMT 2003, GTY status).
- c. Secretary: Sutarningsih, S.Pd (S1 PAI qualification, TMT 2004, GTY status).
- d. Educator (Class Teacher):
 - Rohaini (D1 PG-PAUD qualification, TMT 2007)
 - Uswatun Hasanah (D1 PG-PAUD qualification, TMT 2009)

- Wahyu Suhaeriah (D2 PG-SD qualification, TMT 2013)
- e. Educational Staff (Operator): Haedasun S.S., S.Pd. (S1 MIPA qualification, TMT 2021).
- 4. Condition of Facilities and Infrastructure
Administratively and physically, Handayani Kindergarten's facilities and infrastructure are supported by a secretariat room and learning support rooms equipped with reception/administrative furniture, an organizational structure board, a personnel data board, and a vision and mission board. Administrative recording and student progress monitoring areas are documented using a periodic register.
- 5. Data on the Number of Students and Physical Development of Students
Based on the student growth and development monitoring register book for the current academic year, the number of students recorded as active in physical monitoring reached 49 children (divided into 28 students in the first registration group and 21 students in the second registration group).
Physical anthropometric measurements of children, which include Body Weight (BB), Height (TB), and Head Circumference (LK), show the following data profile:
 - a. Body Weight (BW): Ranges from 12.8 kg to 28.9 kg, with the majority of body weights being in the ideal preschool age range (14–19 kg).
 - b. Height (TB): Ranges from 94 cm to 122 cm, reflecting a linear distribution of height with the age stages of playgroups and kindergartens.
 - c. Head Circumference (HCC): Ranges from 48 cm to 52.5 cm, indicating normal craniofacial growth within the limits of the early childhood anthropometric curve (average centered at 50–51 cm).

Based on the results of research conducted on group A, a study of 30 children at Handayani Kelanjuh Kindergarten found that developing early childhood social-emotional intelligence through group activities showed significant results. The group activities included group play, simple group work, collaborative games, and role-playing. All of these activities were structured by the teachers with the aim of stimulating children's social interactions.

Based on initial field observations, most children still exhibit strong egocentric behavior, such as solitary play, reluctance to share toys, and frequent crying or tantrums when fighting over toys. Interaction and cooperation between children are still very limited without direct guidance from teachers.

After implementing group activities in a systematic and intensive manner, significant behavioral changes occurred. Children began to become accustomed to sharing turns with toys independently, actively communicating when completing tasks together, and were better able to control their emotions when facing differences of opinion within the group.

The observations showed that before the optimal implementation of group activities, some children still exhibited egocentric behavior, such as difficulty sharing, poor cooperation, and a tendency to play alone. However, after intensive implementation of group activities, there were quite visible behavioral changes, particularly in aspects of social interaction and emotional control.

First, in terms of social interaction skills, children are beginning to communicate better with their peers. They are seen actively participating in simple discussions, expressing their opinions, and beginning to understand the rules of group play. This indicates an improvement in social skills, marked by the ability to adapt in a group environment.

Second, in terms of their ability to work together, children show significant progress. In group activities, children become accustomed to sharing play equipment, helping each other, and completing tasks together. This change is evident in the children's increased participation in group activities and a decrease in interpersonal conflict.

Third, in terms of emotional management, children are beginning to better control their emotions. Children who previously became easily angered or cried when faced with difficulties are now beginning to demonstrate the ability to calm themselves and solve simple problems. This

demonstrates that group activities provide meaningful learning experiences in managing emotions.

Fourth, from an empathy perspective, children begin to show concern for their friends, such as helping those in need, sharing food or toys, and providing emotional support. These behaviors demonstrate that children's social-emotional intelligence develops gradually through intensive social interaction.

The results of in-depth interviews with class teachers and school principals strengthened the observational findings regarding changes in children's social-emotional behavior before and after the implementation of group activities.

1. Children's behavioral conditions before group activities

The class teacher stated that in the early stages, children were still predominantly individualistic and often experienced minor conflicts in class because they were reluctant to share.

"In the beginning, children are still very egocentric. When playing, they want to win and often fight over coloring tools or blocks. Some even cry if their toys are taken by a friend, because they are not yet used to sharing and working together."

2. Developments after the implementation of intensive group activities

After group activities were implemented routinely through various collaborative play projects, teachers observed an increase in children's adaptability and empathy.

"The changes were very noticeable after we made group work a routine. Children who previously preferred to be alone now started inviting friends to play. They were also able to line up, willing to lend toys voluntarily, and were much calmer in the face of small disagreements."

3. The principal's view

Support and strengthening of data was also conveyed by the principal, who directly monitored the dynamics of student character development in the school environment:

"The implementation of this group activity is very effective in reducing children's egocentric nature. The classroom atmosphere becomes more conducive because children begin to learn to understand the feelings of their peers and are trained to help each other."

From the interview results above, it can be concluded that the group activity method was an effective stimulus in suppressing children's egocentric behavior. Children not only experienced improvements in social skills such as sharing and cooperation, but also demonstrated maturity in managing emotions in their social environment.

4. DISCUSSION

The results of this study indicate that group activities play a crucial role in developing early childhood social-emotional intelligence. This finding aligns with social development theory, which states that social interaction is a primary factor in shaping children's social and emotional behavior.

Group activities provide children with opportunities for hands-on learning through social experiences. In these activities, children not only learn about the material but also how to interact with others, understand their peers' feelings, and manage conflict. This aligns with research findings that group activities can improve children's ability to actively participate and build healthy social relationships.

Furthermore, the improved cooperation skills found in this study indicate that collaborative learning has a positive impact on children's social development. In group activities, children learn to share roles, respect others' opinions, and work together to achieve common goals. Other research also shows that collaborative learning models can significantly improve children's prosocial behaviors, such as the ability to share, help friends, and resolve conflicts effectively.

From an emotional management perspective, group activities have also been shown to be effective in helping children develop emotional regulation skills. Through social interaction, children learn to recognize their emotions, understand their causes, and find appropriate solutions.

This aligns with research showing that play and social interaction are effective tools for developing emotional intelligence in early childhood.

Furthermore, the findings of this study also indicate that role-playing and collaborative games significantly contribute to increasing children's empathy. In role-playing, children can put themselves in the shoes of others, thereby enabling them to understand their peers' feelings and perspectives. Previous research has also shown that role-playing is effective in improving children's social-emotional skills, particularly in empathy and interpersonal communication.

Group activities also have a positive impact on the classroom learning environment. The classroom atmosphere becomes more interactive, communicative, and enjoyable. Children are not only objects of learning but also active subjects involved in the learning process. This aligns with research findings that group play activities can create a conducive learning environment and significantly improve children's social skills.

However, teachers face several challenges in implementing this approach, such as differences in student characteristics, time constraints, and a lack of supporting facilities. Some children take longer to adapt to group activities, especially those who are shy or lack self-confidence. Furthermore, limited learning media also pose a challenge to optimizing group activities.

However, the teacher's role as a facilitator is crucial to the success of group activities. Teachers need to be creative in designing engaging activities that meet children's needs. Furthermore, teachers need to provide guidance and positive reinforcement to help children feel comfortable and confident in interactions. Research shows that teacher strategies such as habituation, collaborative learning, and creating a safe environment can optimally promote children's social-emotional development.

The findings of this study are consistent with previous studies. The improvement in sharing, taking turns, and cooperation observed in Class A is in line with Ridwan et al. (2025), who reported that group play develops early childhood social skills, and with Surya and Prima (2026), who found that collaborative learning increases children's prosocial behavior. The contribution of role-playing to children's empathy and emotional control in this study is also consistent with Galuh and Fauziah (2017) and Djae (2025), who showed that role-playing improves children's social-emotional abilities, while the role of play in helping children manage their emotions agrees with Fadhila et al. (2024). Regarding the teacher's role, the findings support Angkur et al. (2024), who emphasized the importance of teachers' strategies in developing children's social-emotional intelligence. Unlike those studies, which generally focus on one type of activity, this study shows that a combination of group play, simple group work, collaborative games, and role-playing facilitated by the teacher gives children repeated opportunities to practice social-emotional skills in daily learning.

Theoretically, these results are in line with Goleman's (2015) concept of emotional intelligence, in which self-awareness, self-regulation, empathy, and social skills develop through experience with others, and with Denham's (2006) view of social-emotional competence as comprising the expression and regulation of emotions, the understanding of others' emotions, and the building of social relationships. Hurlock (2013) likewise describes early childhood as a period in which social behavior is learned through interaction with peers, which helps explain why egocentric behavior in this study decreased as children worked together in groups.

Thus, the results of this study confirm that group activities are an effective strategy for developing social-emotional intelligence in early childhood. These activities not only improve social interaction skills but also help children manage emotions, build empathy, and develop prosocial behavior. Therefore, group activities need to be systematically integrated into early childhood education as part of holistic child development efforts.

5. CONCLUSION

Based on the research and discussions conducted at Handayani Kelanjuh Kindergarten, it can be concluded that group activities play a crucial role in developing early childhood social-emotional intelligence. Structured group activities, such as playing together, working together on

tasks, collaborative games, and role-playing, were found to improve the social and emotional skills of the Class A children at Handayani Kelanjuh Kindergarten.

The development of children's social-emotional intelligence through group activities is evident in several aspects. First, children's abilities in social interactions, such as communicating, collaborating, and understanding group rules, improve. Second, children's emotional management skills are demonstrated by self-control, reduced aggressive behavior, and the ability to resolve conflicts effectively. Third, they develop empathy and prosocial behaviors, such as sharing, helping friends, and caring for their surroundings.

Furthermore, the findings show that the teacher's role as a facilitator supported the implementation of group activities in Class A, as the teacher designed the activities, guided the children, and gave positive reinforcement. A conducive and interactive learning environment appeared to encourage children to participate more actively, which contributed to the development of their social-emotional skills.

Thus, group activities can be considered an effective learning strategy for developing the social-emotional intelligence of the children studied, and teachers and institutions may consider integrating them into learning in PAUD. As this is a descriptive qualitative study conducted in a single class, the findings are not intended to be generalized to all early childhood education institutions.

6. SUGGESTION

Based on the conclusions that have been put forward, the researcher provides several suggestions as follows:

1. For Teachers

Teachers are expected to be more creative and innovative in designing varied and engaging group activities, thereby optimally stimulating children's social-emotional development. Teachers also need to provide guidance and positive reinforcement to help children feel comfortable interacting.

2. For Early Childhood Education Institutions

Educational institutions are expected to support group activities by providing adequate facilities and learning media. Furthermore, they need to provide training to teachers on strategies for developing children's social-emotional intelligence.

3. For Parents

Parents are expected to play an active role in supporting their children's social-emotional development at home, such as by providing opportunities for children to interact with their surroundings and instilling the values of empathy and cooperation from an early age.

4. For Further Researchers

This research still has limitations, so it is hoped that future researchers can develop broader research, both in terms of methods, variables, and research context, so that more comprehensive results are obtained.

7. ACKNOWLEDGEMENT

Thank you to the collaborators who provided approval and assisted the researcher during data collection. Thank you to the teachers of Handayani Kelanjuh Kindergarten and the parents/guardians of Handayani Kelanjuh Kindergarten students who helped the researcher refine the results of this study. Thank you also to the editorial team of the Mandala Education Journal who provided suggestions, criticisms, and recommendations for improving this article.

8. BIBLIOGRAPHY

- Anggun Septia Nurrahmah dkk., "Rancangan dan Langkah-Langkah Penelitian Kualitatif," *Qalam lil Athfal* (2024)
- Angkur, Maria Fransiska Monica, dkk. (2024). Strategi guru dalam meningkatkan kecerdasan sosial emosional anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*.

- Asnawati Wulandari & Debie Susanti, “Hubungan Kemampuan Sosial dan Kecerdasan Emosional terhadap Fungsi Eksekutif Anak Usia Dini,” *JECE* (2023).
- Bayu Purnama Galuh & Eneng Fauziah, “Metode Bermain Peran dalam Meningkatkan Sosial Emosional Anak,” *Jurnal Pendidikan* (2017).
- Creswell, John Ward, & Creswell, John David. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: SAGE Publications.
- Damayanti, Ni Putu Ayu, dkk. (2024). Asesmen perkembangan sosial emosional anak usia 5–6 tahun. *Paedagogi: Jurnal Kajian Ilmu Pendidikan*.
- Denham, Susanne Anderson. (2006). Social-emotional competence in early childhood: What is it, why is it important, and how do we assess it?. *Zero to Three*, 26(6), 12–28.
- Djae, Nurfadilah Muhammad. (2025). Peningkatan kemampuan sosial emosional anak usia dini melalui kegiatan bermain peran. *Jurnal Abdi Pendidikan*.
- Endan Hamdan Ridwan dkk., “Pengembangan Keterampilan Sosial Anak Usia Dini melalui Aktivitas Bermain Kelompok,” *Jurnal Pengabdian Masyarakat* (2025).
- Fadhila, Lutfiana Rizqi, dkk. (2024). Strategi pengembangan kecerdasan emosional melalui aktivitas bermain. *Ulil Albab: Jurnal Ilmiah Multidisiplin*.
- Galuh, Bening Pitaloka, & Fauziah, Eni. (2017). Metode bermain peran dalam meningkatkan sosial emosional anak. *Jurnal Pendidikan*.
- Goleman, Daniel. (2015). *Emotional Intelligence: Kecerdasan Emosional Mengapa EI Lebih Penting daripada IQ*. Jakarta: Gramedia Pustaka Utama.
- Hidayah, Rahmatul Nur, & Arbarini, Martiningsih. (2024). Studi kualitatif tentang pembentukan karakter anak usia dini melalui permainan tradisional di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*.
- Hurlock, Elizabeth Bergner. (2013). *Perkembangan Anak: Jilid 1*. Jakarta: Erlangga.
- Luthfia Rizka Fadhila dkk., “Strategi Pengembangan Kecerdasan Emosional melalui Aktivitas Bermain,” *Ulil Albab* (2024).
- Maria Fatima Mardina Angkur dkk., “Strategi Guru dalam Meningkatkan Kecerdasan Sosial Emosional Anak,” *Jurnal Obsesi* (2024).
- Moleong, Lexy Johannes. (2021). *Metodologi Penelitian Kualitatif* (Edisi Revisi). Bandung: Remaja Rosdakarya.
- Nina Afria Damayanti dkk., “Asesmen Perkembangan Sosial Emosional Anak Usia 5–6 Tahun,” *Paedagogi* (2024).
- Nurdiana M. Djae, “Peningkatan Kemampuan Sosial Emosional Anak Usia Dini melalui Kegiatan Bermain Peran,” *Jurnal Abdi Pendidikan* (2025).
- Nurrahmah, Annisa Septiani, dkk. (2024). Rancangan dan langkah-langkah penelitian kualitatif. *Qalam lil Athfal: Jurnal Pendidikan Anak Usia Dini*.
- Purba, Wahyu Pratama Saputra, dkk. (2024). Metode pengumpulan data kualitatif. *Qalam lil Athfal: Jurnal Pendidikan Anak Usia Dini*.
- Ridwan, Edwin Hardiansyah, dkk. (2025). Pengembangan keterampilan sosial anak usia dini melalui aktivitas bermain kelompok. *Jurnal Pengabdian Masyarakat*.
- Rizki Nikmatul Hidayah & Mintarsih Arbarini, “Studi Kualitatif tentang Pembentukan Karakter Anak Usia Dini melalui Permainan Tradisional di PAUD,” *Jurnal Obsesi* (2024).
- Rizki Sevi Triana dkk., “Pentingnya Meningkatkan Kecerdasan Sosial Emosional Pada Anak Usia Dini,” *Education Journal* 8, no. 1 (2024).
- Siti Ganjar Idea Surya & Ellen Prima, “Peningkatan Perilaku Prososial Anak melalui Pembelajaran Kolaboratif,” *Murhum: Jurnal PAUD* (2026).
- Sugiyono. (2022). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Surya, Satria Gilang Irawan, & Prima, Eka. (2026). Peningkatan perilaku prososial anak melalui pembelajaran kolaboratif. *Murhum: Jurnal Pendidikan Anak Usia Dini*.
- Suryana, Dadan. (2016). *Pendidikan Anak Usia Dini: Stimulasi & Aspek Perkembangan Anak*. Jakarta: Prenadamedia Group.

- Suyadi. (2014). *Teori Pembelajaran Anak Usia Dini: Dalam Kajian Neurosains*. Bandung: Remaja Rosdakarya.
- Triana, Rika Septi, dkk. (2024). Pentingnya meningkatkan kecerdasan sosial emosional pada anak usia dini. *Education Journal*, 8(1).
- Wawancara dengan Guru Kelas / Ibu Nur, Tanggal 10 Juli 2026
- Wawancara dengan Kepala Sekolah, Tanggal 17 Juli 2026
- Winda Purnama Sari Purba dkk., “Metode Pengumpulan Data Kualitatif,” *Qalam lil Athfal* (2024)
- Wulandari, Ayu, & Susanti, Dewi. (2023). Hubungan kemampuan sosial dan kecerdasan emosional terhadap fungsi eksekutif anak usia dini. *Journal of Early Childhood Early Education (JECE)*.
- Yusuf, Syamsu. (2018). *Psikologi Perkembangan Anak dan Remaja*. Bandung: Remaja Rosdakarya.