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Recognizing and Managing Tantrums in Early Childhood

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Abstract
Tantrums are a natural form of emotional outburst in early childhood, stemming from psychological development processes and limited communication skills. However, the inability of parents and educators to recognize and manage tantrums often leads to ineffective parenting practices, which can negatively impact a child's future emotional development. This article aims to identify the emotional characteristics of tantrums in young children and formulate effective management strategies for parents and educators. A literature review method was employed, analyzing various scientific publications, journals, and books relevant to child developmental psychology. The findings indicate that tantrums fall into two primary categories: frustration-based tantrums (resulting from limited abilities) and manipulative tantrums (aimed at getting what the child wants). Early recognition of the triggers and types of tantrums is crucial for successful management. Effective management strategies include self-calming techniques (such as appropriate "time-outs"), validating emotions without yielding to manipulative demands, and teaching emotional regulation from an early age. The article concludes that consistent, calm, and supportive handling of tantrums by caregivers can help children develop strong emotional intelligence for the future. Tantrums are intense, uncontrolled emotional reactions that typically occur in children aged one to four. While tantrums are a normal part of child development, they can present a significant challenge for parents.

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1. INTRODUCTION

Early childhood is a crucial phase in the span of human development, which is often referred to as*golden age*or the golden age. During this period, children experience rapid brain growth, which underpins their cognitive, motor, social, and emotional development. However, emotional development during this phase often presents a challenge for parents and educators. Early childhood children already possess strong egos and desires, but they lack the self-regulation skills and mature language skills to express their feelings. This gap between strong desires and limited communication often triggers frustration, which then manifests itself in tantrums.

A tantrum is an explosive emotional outburst, generally characterized by loud crying, screaming, stomping, rolling on the floor, and aggressive behavior such as hitting or throwing objects. This phenomenon is actually a normal and healthy part of a child's psychological development, demonstrating independence. Its visually destructive nature often leaves parents or educators feeling overwhelmed, embarrassed, and even emotionally

provoked. Mistakes in responding to tantrums, such as using physical violence or immediately giving in to the child's demands to stop the crying, can actually prolong the tantrum and foster manipulative behavior in the child.

In society, there is still a widespread misconception that children who experience tantrums are "naughty" or "uneducated." A lack of understanding of the root causes and types of tantrums makes them ineffective in handling them. Therefore, the ability of parents and educators to recognize the characteristics of tantrums—whether they stem from genuine frustration or are a form of manipulation—is key before determining intervention steps. Managing tantrums is not simply about quelling a child's cries at a critical moment, but rather a moment to teach emotional intelligence and self-regulation skills that they will carry into adulthood.

Based on this background, this article aims to provide a comprehensive understanding of the phenomenon of tantrums in early childhood. The discussion will focus on identifying triggers and types of tantrums, as well as formulating appropriate, consistent, and supportive management strategies. Through proper understanding, it is hoped that parents and educators will no longer view tantrums as a nuisance, but rather as a golden opportunity to build a strong emotional foundation for children.

Early childhood is a very important phase in the span of human development because during this period, biological, cognitive, language, social, and emotional development processes occur rapidly. The World Health Organization (WHO), UNICEF, and the World Bank, through the *Nurturing Care Framework, recognize* the early years as a critical period for building the foundations for children's health, learning, social-emotional development, and well-being throughout life. The WHO also emphasizes that optimal child development is not solely determined by biological factors but is strongly influenced by a safe environment, responsive relationships, nutrition, learning opportunities, and quality parenting.

The urgency of attention to early childhood development is also evident in the large population of children in this age group. Data cited in research on temper tantrums in Indonesia indicates that the early childhood population in Indonesia is estimated to reach around 30.73 million children by 2022. This large population indicates that the issue of early childhood development and care is not only an individual issue within the family, but also crucial in the fields of education, health, and human resource development.

One aspect of development that requires attention is social-emotional development, particularly a child's ability to recognize, express, and control emotions. In early life, emotional regulation skills are not yet fully developed. Children begin to develop desires, a need for independence, and the ability to assert their will, but language skills, executive function, impulse control, and emotional regulation strategies are still developing. This condition often causes children to experience difficulties when their desires are not met or when faced with situations that do not align with their expectations. In this context, tantrums can emerge as a form of expression of frustration and a child's inability to manage emotions effectively.

A temper tantrum is an emotional outburst that can be expressed through crying, screaming, yelling, refusing, rolling over, stomping, hitting, kicking, biting, throwing objects, or other aggressive behavior. Tantrums are a common phenomenon in child development and do not always indicate a behavioral disorder. The American Academy of Pediatrics (AAP) explains that tantrums most often occur around 1–3 years of age and generally decrease as children mature. Longitudinal research on children aged 1–5 years also indicates that tantrums are a relatively common experience in early childhood. In the study, approximately 78.2% of one-year-olds reported having experienced a tantrum within

a month of observation, while the proportion of daily tantrums was around 10.1% in one-year-olds and decreased to around 2.4–5.1% in children aged 3–5 years.

Other epidemiological data show that the prevalence of tantrums is very high during the toddler period. Literature summarized in studies of preschool children reports that approximately 87% of children experience tantrum episodes between the ages of 18 and 24 months, while the prevalence decreases with age. The same study also reported that approximately 83.7% of preschool children experience tantrums occasionally and approximately 8.6% experience tantrums daily. These findings suggest that tantrums are relatively normal behavior during early development, but the frequency, duration, intensity, and form of the behavior need to be considered to distinguish tantrums that are still within developmental limits from behaviors that require further attention.

Tantrums cannot be understood simply as a form of childhood "naughtiness." At an early age, children do not yet fully develop the ability to integrate emotions, thoughts, language, and behavioral control. When frustrated, children can exhibit stronger emotional responses because their self-regulation skills are still developing. The AAP explains that at around two years old, children are learning to control their actions, impulses, feelings, and bodies, so anger and frustration can suddenly emerge in the form of crying, screaming, hitting, kicking, or tantrums.

Tantrum triggers can stem from a variety of factors. Internal factors include hunger, fatigue, drowsiness, physical discomfort, frustration, limited language skills, and difficulty controlling impulses. Meanwhile, external factors can include changes in routine, activity restrictions, parental prohibitions, environmental demands, conflict with peers, or the cessation of enjoyable activities. The AAP specifically emphasizes the importance of anticipating conditions such as hunger and fatigue, as both can increase the likelihood of tantrums. Consistent mealtime, sleep, and activity routines can also help reduce tantrum triggers.

Besides individual factors, interaction patterns between children and caregivers also play an important role *systematic review.* A study on the determinants of temper tantrums in children found that parenting style was one of the factors repeatedly reported to be associated with tantrums. Of the ten articles analyzed in the study, five, or approximately 50%, reported the influence of parenting style on temper tantrums. This suggests that parental response to children's behavior is a crucial aspect of managing tantrums.

Inconsistent adult responses can perpetuate tantrums. For example, if a child gets what they want after crying, screaming, or engaging in aggressive behavior, they may learn that these behaviors are effective in achieving certain outcomes. Conversely, overly harsh responses, including physical punishment, are also not an appropriate approach to developing emotional regulation skills. The AAP recommends positive discipline that includes setting clear and consistent limits, reinforcing appropriate behavior, redirecting attention, providing reasonable consequences, and modeling good behavior by adults.

Therefore, managing tantrums should not be done solely with the goal of stopping a child's crying as quickly as possible. The more important goal is to help children recognize emotions, understand the causes of frustration, learn to express needs through language, and gradually develop self-regulation skills. This approach aligns with the principles of *responsive caregiving* WHO emphasizes that the evidence used by WHO shows that responsive interactions between caregivers and children play a vital role in supporting children's development, including social and emotional development.

In this context, it is also important to distinguish between tantrums that are part of normal development and those that exhibit a more concerning pattern. Very high frequency, prolonged duration, extreme intensity, aggressive behavior that is harmful to oneself or others, persistent difficulties across contexts, or tantrums that are developmentally

inappropriate warrant further attention. The literature indicates that tantrums lasting at least 15 minutes and occurring three or more times a week are found in only a small proportion of children aged 1–3 years, approximately 5–7%. Therefore, the frequency and characteristics of tantrums need to be considered holistically and not solely based on a single incident.

Understanding tantrums is becoming increasingly important because self-regulation skills developed during childhood are part of an ongoing developmental process. Systematic studies of irritability and self-regulatory control suggest that tantrums in children aged 2–5 years can be part of an expression of irritability that overlaps with normal developmental behavior. However, persistent irritability and tantrums that are excessively frequent or inappropriate for developmental context may be indicators of need for further attention.

Based on this description, tantrums need to be viewed proportionally. Tantrums are not merely behavioral issues that must be immediately suppressed, but also an opportunity for parents and educators to teach children emotional skills. Responsive, consistent, non-violent, and developmentally appropriate handling can help children learn to manage frustration and express needs more adaptively.

Based on this background, this article aims to provide a comprehensive understanding of the phenomenon of tantrums in early childhood through a review of scientific literature. The discussion focuses on the characteristics and triggers of tantrums, factors related to their occurrence, the distinction between tantrums that are still within developmental boundaries and behaviors that require further attention, and strategies for managing tantrums that are positive, consistent, and supportive. With proper understanding, it is hoped that parents and educators can view tantrums not solely as negative behavior, but as part of a child's learning process in developing emotional regulation and independence.

2. METHOD

This research uses a literature study method (*literature review)* using a qualitative-descriptive approach. This method was chosen to collect, analyze, and synthesize various theories and previous research findings relevant to the phenomenon of tantrums and emotional regulation in early childhood.

The data collection process was conducted through a literature search in scientific databases such as Google Scholar, ResearchGate, and national and international journal repositories. Keywords used in the search included "tantrums in early childhood," "child emotional regulation," "temper tantrums," and "tantrum management strategies." Data sources used were limited to scientific journal articles, child development psychology textbooks, and early childhood education policy documents published within the last ten years to ensure the relevance of the information.

The data analysis technique in this study uses content *analysis*. The analysis stages are carried out in four steps:

1. Sort (*Filtering*): Eliminate irrelevant sources and select literature that focuses on the characteristics and handling of tantrums.
2. Organization (*Organizing*): Grouping data based on two major themes, namely recognizing the characteristics/types of tantrums and management strategies.
3. Synthesis (*Synthesizing*): Comparing and integrating various theories of developmental psychology to draw comprehensive conclusions.
4. Narration (*Narrating*): Pouring the results of the analysis into a descriptive discussion that is easy to understand and apply by parents and educators.

To enhance transparency in the literature search and selection process, the research procedure was developed by adapting the Preferred Reporting Items for Systematic

Reviews and Meta-Analyses (PRISMA) 2020 reporting principles. PRISMA 2020 provides 27 reporting items and a flowchart that helps researchers transparently explain the process of identifying, screening, assessing eligibility, and determining the literature used.

This research is not intended as a *systematic review* with meta-analysis, but rather as a qualitative-descriptive literature review that uses the PRISMA principle of transparency in the source search and selection process. This distinction is important so that the research method does not claim a level of systematization that is not actually carried out.

Data source

The research data sources are secondary literature consisting of national and international scientific journal articles, academic books relevant to developmental psychology and early childhood education, guidelines or official documents from health and education institutions, and previous research results related to temper tantrums and emotional regulation.

Literature searches were conducted through several sources, including Google Scholar, PubMed, ScienceDirect, SpringerLink, Garuda, and university repositories. ResearchGate can be used as an additional source to find manuscripts or copies of articles, but if the article is available on the official journal page, the publisher's or official journal's version is prioritized.

Primary literature is prioritized on publications from the last 10 years, while older sources can still be used if they are basic theory or seminal research that directly forms the conceptual basis of the research.

Literature Search Strategy

The search was conducted using a combination of keywords in Indonesian and English. The keywords used included:

1. “Tantrums in early childhood”;
2. “Temper tantrum”;
3. “Temper tantrums in early childhood”;
4. “Tantrums in preschool children”;
5. “Emotional regulation in early childhood”;
6. “Emotion regulation and tantrums”;
7. “Parenting and temper tantrums”;
8. “Tantrum management”;
9. “Positive parenting and tantrums”; dan
10. “Responsive caregiving and emotional regulation”.

These keywords are combined using the Boolean operators AND OR. For example, a search can be performed using the formula:

(“temper tantrum” OR “tantrums”) AND (“early childhood” OR preschool OR toddler) AND (“emotion regulation” OR “parenting” OR “tantrum management”).

The search strategy is recorded based on the database name, search date, keyword combination, publication year limit, and the number of articles retrieved. Documenting the search strategy is crucial because the quality of a literature review depends heavily on the transparency of its sources and search procedures. The JBI guidelines also emphasize that the search strategy should be clearly reported, including database sources, timeframe, language limitations, and additional search procedures.

Inclusion and Exclusion Criteria

In order to make the literature selection process more objective, the research established inclusion and exclusion criteria before the screening process was carried out.

Inclusion criteria include:
1. Articles discussing temper tantrums, emotional regulation, parenting, or behavior management strategies in early childhood;
2. The research subjects were in the range of late infants, toddlers, preschoolers, or early childhood according to the definition used by each study;
3. The article is in the form of empirical research, *systematic review*, *literature review*, guidelines, or relevant academic documents;
4. Articles are available in full text;
5. Articles published primarily within the last 10 years;
6. Articles come from verifiable academic journals or publishers; and
7. The article has sufficient information regarding the aims, methods and results of the research.

Exclusion criteria include:
1. Articles that only mention tantrums in passing without discussing them as a focus of research;
2. Popular articles or opinions that do not have an adequate scientific basis;
3. duplicate articles;
4. Articles that are not available in full text after a reasonable search;
5. Articles whose subjects are not relevant to the age group that is the focus of the study; and
6. Sources that have unverifiable methodological or bibliographic information.

Technical Stages of Literature Research

The literature research process is carried out through several stages as follows.
1. Formulation of focus and study questions
   The initial stage was carried out by determining the focus of the study, namely: (a) what are the characteristics and triggers of tantrums in early childhood; (b) what factors are related to the emergence of tantrums; and (c) what strategies can parents and educators use to manage tantrums positively.

2. Identify sources
   Researchers conducted searches using predetermined keywords across several databases. All search results were recorded to determine the number of sources found.
3. Collection and management of bibliographic data
   Bibliographic information for each article found was recorded, including author name, year of publication, article title, journal name, DOI (source link), research objectives, methods, subject characteristics, and main results. Where possible, references were managed using applications such as Zotero or Mendeley to reduce the possibility of duplication and citation errors.
4. De-duplication
   Articles found more than once in multiple databases were identified and removed so that each source was counted only once.
5. Title and abstract screening
   The title and abstract of each article were reviewed against the inclusion and exclusion criteria. Articles not directly related to the focus of the study were excluded at this stage.
6. Full text assessment
   Articles that pass the initial stage are then read in full. This stage involves a more in-depth examination of the suitability of the subject, research focus, research design, results, and relevance to the research question.
7. Source quality assessment

Literature that meets relevance criteria is assessed based on the clarity of the research objectives, the suitability of the design to the objectives, sample characteristics, data collection methods, analysis methods, clarity of results, and study limitations. Quality assessment is necessary so that the synthesis is not based solely on the number of articles but also considers the strength of the available evidence.

8. Data extraction
   Data from selected articles were compiled into an extraction matrix. Variables recorded included author and year, country/location of the study, characteristics and number of participants, age range, study design, factors/triggers of tantrums, type of tantrum behavior, frequency or duration, if available, intervention or management strategies, and key findings. This approach aligns with JBI guidelines, which recommend the use of tables or forms to map information such as author, purpose, participant characteristics, concepts studied, and research context.
9. Data grouping and categorization
   The extraction results are grouped into main themes, namely:
   - tantrum characteristics;
   - factors and triggers of tantrums;
   - children's emotional regulation;
   - the role of parenting patterns and parental responses;
   - the role of educators;
   - prevention strategies;
   - strategies for handling tantrums; and
   - tantrum indicators that require further attention.
10. Synthesis of results
    The grouped data were compared across studies to identify similarities, differences, patterns, and gaps. Because the study used a qualitative-descriptive approach, the synthesis was conducted narratively and thematically, rather than through statistical aggregation or meta-analysis.
11. Narrative preparation
    The synthesis results are then presented in a descriptive form that integrates empirical findings with theories of developmental psychology, emotional regulation, parenting, and early childhood education. Each conclusion related to previous research is supported by relevant sources.
12. Reporting of the selection process
    The number of articles at each stage—identification, screening, eligibility assessment, and articles ultimately included—can be presented using a PRISMA 2020 flowchart. The PRISMA guidelines recommend using a diagram to show the flow of sources from the search process to the studies ultimately included in the review.

Data Analysis Techniques

Data analysis used content analysis and qualitative thematic analysis. The analysis was conducted through four main stages: filtering, organizing, synthesizing, and narrating.

In the filtering stage, researchers screen sources based on inclusion and exclusion criteria. In the organizing stage, data is grouped according to predetermined themes. The synthesizing stage involves comparing research results to identify patterns and relationships between findings. Next, the narrating stage involves compiling the synthesized results into a descriptive-analytical essay.

To enhance the traceability of the analysis process, each major finding is recorded along with its source. This way, the interpretations made in the article can be distinguished from empirical findings derived directly from previous research.

Data Validity and Traceability

The validity of the study was carried out through source triangulation, namely comparing findings from various types of sources, including empirical research, *systematic review*, health organization guidelines, and child development literature. Sources with stronger methodological quality and credible institutional sources were given greater weight in the development of conclusions.

In addition, the data search, selection, and extraction processes are documented to maintain traceability (*audit trail*) research. Transparent reporting of methods is necessary so that readers can understand how sources were found, why certain sources were selected or excluded, and how conclusions were drawn from the analyzed literature. This principle of transparency is one of the main objectives of PRISMA 2020.

3. RESULTS AND DISCUSSION

Journal Research Results

1. Recognizing the Characteristics and Types of Tantrums in Early Childhood

   A literature review shows that tantrums are not simply a form of mischief, but rather an expression of frustration stemming from the immaturity of the nervous system and limited communication skills of young children. Clinically, tantrums consist of two overlapping behavioral waves: an anger component, such as screaming and hitting, and a distress component, such as crying and whining.

   Further, research classifies tantrums into two main types that require different responses from adults:

   a. Frustration Tantrum (*Frustration Tantrum*):
      This type is triggered by internal factors within the child, such as intense fatigue, hunger, excessive environmental stimulation, or physical inability to perform a task (e.g., difficulty fitting together toy blocks). Children in this state completely lose control of their emotions and need help to calm down.
   b. Manipulative Tantrum (*Manipulative Tantrum*): This type occurs due to social motives or unfulfilled desires, such as a parent's refusal to buy a toy. Children use tantrums as an instrument or weapon to control and pressure adults into complying with their wishes. These tantrums usually stop immediately once the child's desires are met.

2. Effective Tantrum Management Strategy Results

   The results of the literature synthesis concluded that effective tantrum management must be based on emotional regulation, not repression or suppression of the child's emotions. The strategy is divided into two phases of action:

   a. Handling When a Tantrum Occurs (*On-the-Spot Intervention*)
      Keeping Adults Calm (*Self-Regulation*): The first and most crucial response is for parents or educators to avoid getting angry or shouting. The calmness of adults acts as an emotional anchor for children experiencing emotional turmoil.
      Differentiating Responses Based on Tantrum Type:
      a) In a frustration tantrum, the appropriate action is to provide a calming physical presence, a warm hug (if the child allows), or move the child to a quieter and safer place.
      b) In manipulative tantrums, the best strategy is planned ignoring. Parents maintain a watchful eye on the child's safety but firmly refuse to negotiate or give in to the child's demands while they are screaming or throwing a tantrum. This teaches the child that tantrums are unproductive.

Emotional Validation: Saying things that validate your child's feelings without justifying their destructive behavior. Example: "I know you're upset because you can't buy that toy, but throwing things is not okay."

b. Teaching Post-Emotional Distortion (*Post-Tantrum Coaching*)
When a child's anger subsides and the distress component begins to dominate, the child is most receptive to learning. Research shows that this phase is a golden opportunity for emotional guidance *emotion coaching*).
Parents or educators can engage children in light discussions about what they are feeling, help children label these emotions (e.g., angry, disappointed, scared), and teach them healthier alternative ways to express their wishes in the future, such as speaking directly or taking deep breaths.

c. How to Manage Tantrums Based on Scientific Guidelines

Dealing with a child experiencing a tantrum requires an approach that focuses on emotional regulation, not punishment. Here are some practical steps recommended by experts:

a) Maintaining Parental Self-Regulation (*Co-Regulation*): Before calming a child, parents must calm themselves first. Dr. Laura Markham, clinical psychologist and author of *Ahful Parent*, emphasizes the importance of *co-regulation.* Children absorb the emotional energy around them. If parents respond to a tantrum with anger or yelling, the child's amygdala will detect a new threat, which actually prolongs the tantrum.
b) Ensuring Physical Safety: The American Academy of Pediatrics (AAP) recommends that parents ensure their child is in a safe environment during a tantrum. If a child begins to hurt themselves or others (such as hitting or head-banging), gently but firmly hold them to provide physical security, or move them to a quiet area.
c) Implementing the Method: *Time-In*, Not *Time-Out.* Many modern psychologists are now turning away from the method of *time-out* (isolate the child) to the method of *time-in*. Dr. Daniel Goleman, the originator of the concept of *Emotional Intelligence*, explains that isolating children when they are emotionally overwhelmed can make them feel rejected when they are most vulnerable *time-in*, parents remain close to the child, providing a calming physical presence without having to lecture too much until the emotional storm subsides.
d) Validation and Naming of Emotions (*Name it to Tame it*): Once the intensity of the child's tantrum has decreased and they can start to hear, use the strategy *"Name it to Tame it "*Developed by Dr. Dan Siegel. Help children identify what they're feeling by labeling the emotion. Sentences like, *"You're really upset because the block tower collapsed, aren't you?"* help activate children's prefrontal cortex, so they learn to connect physical sensations in their bodies with emotional vocabulary.
e) Constraint Consistency (*Firmness with Kindness*): If a tantrum is triggered by a child's desire being denied (for example, asking for candy before a meal), 20th-century parenting expert Rudolf Dreikurs reminds us of the importance of being both firm and kind (*firm but kind*). Don't change your mind just to stop your child from crying. If you give in, your child will learn that tantrums are an effective negotiation tool (*operant conditioning*).

Discussion

Based on a comprehensive analysis of various literature, research on the phenomenon of tantrums in early childhood indicates that this behavioral manifestation reflects the child's neuropsychological development. The discussion below outlines the emotional dynamics of tantrums, identifies their types, and implements management strategies based on positive parenting.

1. Emotional Dynamics and Factors Triggering Tantrums
   A literature review confirms that tantrums are the dominant form of nonverbal communication in children aged 1 to 4. Biologically, the part of a child's brain that regulates emotions (the amygdala) develops more rapidly than the part that regulates logic and self-control (the prefrontal cortex). Consequently, when children encounter obstacles—whether physical or social—they are unable to rationally reason through the situation, leading to spontaneous outbursts of emotion.
   Research identifies three main factors that trigger tantrums in early childhood:
   a. Physiological Factors: Includes tiredness, hunger, lack of sleep, or an unfit body condition (for example, teething or incubating a disease).
   b. Psychological Factors: The child's need to demonstrate autonomy and independence (*sense of self*) which clashes with the rules or boundaries set by adults.
   c. Environmental Factors: Excessive stimulation (*overstimulation*) such as a shop atmosphere that is too noisy, the weather that is too hot, or a daily routine that changes suddenly.
2. Classification and Differential Responses to Tantrum Types
   One crucial finding from this literature review is the importance of parents and educators accurately distinguishing between tantrum types before providing intervention. Incorrect responses can prolong the tantrum or even reinforce negative behavior in children.

Types of Tantrums	Main Characteristics	Appropriate Adult Response	Impact of Wrong Handling
Frustration Tantrum (*Frustration*)	Children lose self-control due to fatigue, hunger, or failure to perform physical tasks.	Be physically present, give a hug, validate emotions, move to a quiet place.	Children feel insecure, anxious, and feel neglected.
Manipulative Tantrum	Children deliberately throw tantrums in public to reject rules or force someone to buy something.	Planned ignoring, keep watching, be consistent with the rules.	Tantrum behavior crystallizes because children know that tantrums are an effective way to get what they want.

3. Analysis of Management Strategy Based on *Emotion Coaching*
   John Gottman's theoretical synthesis suggests that the most effective long-term management of tantrums is not through punishment (*punishment*) or frightening isolation, but rather through an emotional support approach (*emotion coaching*). This strategy is applied through three main stages:
   a. Adult Self-Regulation as a Foundation
      Before calming a child, parents or educators must be able to regulate their own emotions. Responding to a tantrum with yelling, anger, or physical violence only models' aggressive behavior for the child. A calm adult's psychological presence sends a safe signal to the child's brain, helping to reduce the intensity of their amygdala's activation.
   b. Validation Without Negotiation
      When a child throws a tantrum (especially a manipulative one), adults need to separate the child's emotions from the child's behavior. The child's emotions should always be validated, but destructive behavior or unreasonable demands should still be firmly rejected. Phrases like, *"I know you're disappointed that we have to go home, but crying and hitting won't change my decision. "*help children understand social boundaries without feeling rejected as individuals.
   c. Teaching Post-Tantrum Emotion Regulation
      When the child starts to calm down (enters the phase *distress* or crying softly), this is the best time to practice emotional intelligence. Parents can teach children emotional vocabulary (emotion) *labeling*) such as "angry," "sad," "disappointed," or "scared." Research shows that children who are good at verbally labeling their emotions experience a significant reduction in the frequency of tantrums, because they no longer need to resort to physical aggression (tantrums) to get others to understand.
4. Challenges and Barriers to Consistency of Parenting
   Although the above strategies have proven theoretically effective, literature analysis found that the biggest obstacle to managing tantrums in practice is inconsistency. This inconsistency is usually triggered by parental embarrassment when a child throws a tantrum in public, or by differences in parenting styles between parents, mothers, and grandparents at home. When children detect a gap in the rules, they will continue to use tantrums as a negotiation tool. Therefore, synergy and mutual agreement between family members and the school (preschool/kindergarten) are necessary.
5. Preventive Measures
   While tantrums cannot be eliminated, they can be significantly reduced. Research from Yale Medicine shows that maintaining a consistent daily routine (bedtime, mealtime, and playtime) is very effective in preventing tantrums, as most tantrums are triggered by physical factors such as fatigue (*overtired*) and hunger (*hangry*). Additionally, giving children small, controlled choices (e.g., "Do you want to wear the red or the blue shirt?") can satisfy their ego's need for autonomy without violating existing boundaries. The tantrum phase is a golden opportunity for parents to lay the foundation for their child's emotional intelligence. By understanding that tantrums are a form of immature communication, parents can support this growth and development process with greater empathy and wisdom.

4. CONCLUSION

Based on the results of the literature analysis and discussion, it can be concluded that tantrums in early childhood are not a form of delinquency or failure of parenting patterns,

but rather a natural manifestation of neuropsychological immaturity and limited communication skills in children in managing frustration and expressing their desires.

The key to successfully managing tantrums lies in the ability of parents and educators to correctly identify the type of tantrum. Frustration tantrums triggered by physiological factors or fatigue require a calming physical presence, emotional validation, and a sense of security. Conversely, manipulative tantrums, which children use as an instrument to enforce their will, require a deliberate strategy of ignoring them. *Planned ignoring*, as well as a consistent attitude towards the applicable rules.

Effective tantrum management is proven not to be through repressive actions, punishment, or instant compliance with the child's wishes, but through an emotional support approach (*emotion coaching). By* addressing tantrums with calm self-regulation, validating the child's feelings, and teaching emotional vocabulary once the child has calmed down, parents and educators are using the tantrum moment as a golden opportunity to build emotional intelligence and self-regulation skills that are crucial for the child's future.

5. SUGGESTION

1. For Parents: It is hoped that they can build communication and agreement on consistent parenting patterns in the home environment (between father, mother, and other family members), and avoid reactive attitudes (getting angry or hitting) when faced with children throwing tantrums, especially in public places.
2. For Educators (PAUD/TK Teachers): It is necessary to create a learning environment that is sensitive to the physical and psychological conditions of children to minimize triggers for tantrums (*overstimulation*), and to apply supportive calming techniques without disrupting the teaching and learning process.
3. For Further Researchers: It is recommended to conduct field research using experimental or case study methods to test the effectiveness of the training program. *Emotion coaching* for parents in reducing the frequency of tantrums in children empirically.

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