

BUILDING EMOTIONAL REGULATION IN EARLY CHILDHOOD THROUGH CHARACTER-BASED HOLISTIC EDUCATION (PHBK)

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ABSTRACT

This article aims to analyze how the Holistic Character-Based Education (PHBK) model influences children's emotional regulation. This article uses Systematic Literature Review (SLR) to collect, analyze, and synthesize research results relevant to a certain topic in a systematic and structured manner. The results of the study show that the implementation of the PHBK learning model, through an integrated and holistic character approach, plays an important role in shaping emotional regulation in early childhood. The findings from this article can be used to inform educational practices by demonstrating how integrating character values into both formal and non-formal learning can enhance child emotional awareness and control. The research contributes to the understanding of character education's role in fostering emotional skills, a crucial aspect of child development.

INTRODUCTION

Emotion regulation is the ability of individuals to understand, control, and express emotions in an adaptive and timely way. This regulation is important because it affects social relationships and the child's ability to adapt to the environment (Housman, 2017). This ability to regulate emotions has an important role in affective, social and emotional development. This is directly related to the individual's ability to adjust to social norms in interaction with others (Whitebread & Basilio, 2012).

Emotion regulation is a set of mental mechanisms that help regulate the intensity, duration and quality of the experience of controlling emotions (Gyurak et al., 2011). Children's emotional development is still unstable compared to adults, so it is important to introduce emotional regulation from an early age (Setiawan, 2024). Children begin to learn the ability to regulate emotions from an early age, and in preschool, this is even more crucial because children's emotions become more complex, coupled with increasing social and academic demands. As children develop understanding and control over their emotions, in preschool they begin to learn to apply more appropriate emotion regulation strategies (Wandasari, 2019).

Preschoolers tend to be curious and feel that their wishes must be fulfilled. Children with good emotional regulation are able to control the urge to act emotionally (such as fussy, tantrums, outbursts), explosive tantrums and self-injurious behaviors such as uncontrollable anger or physically aggressive behavior in the face of emotional stress. Longitudinal research shows that the inability to regulate emotions is a significant risk factor in the emergence of aggressive behavior (Röll et al., 2012). The ability to regulate emotions in preschool-age children is significantly influenced by the surrounding environment, including home and school (Putri & Primana, 2017). Schools have a role in the development of emotional regulation and the handling of the risk of depression in children is very important (Sanders et al., 2015).

Poor emotional regulation skills can be seen from impulsive behaviors such as Physical Venting (Forms of behavior: Kicking, Hitting, Throwing objects. Example: A child hits a friend on the playground

because he doesn't get his turn to play ball), Verbal Venting/Verbal Emotional Venting (Forms of behavior: Shouting, crying loudly, cursing or venting anger through words. Examples: The child yells at the store because he is not allowed to buy his favorite snack), and Avoidance (Although not impulsive in the sense of direct venting, avoidance is considered a less adaptive behavior if the child constantly runs away from challenging situations without solving the problem. Example: The child withdraws and hides after losing the game instead of learning to face defeat) (Perry & Dollar, 2021).

Emotional regulation not only involves self-control but also prevents impulsive behaviors that can be detrimental, such as impulsive children will act aggressively when frustrated, such as hitting friends or damaging things. The factor that affects a child's ability to regulate emotions is the school environment. In the national education system, there are three main components, namely students, teachers, and curriculum. These three components are interrelated and inseparable. Without students, teachers cannot carry out the learning process, while without teachers, students cannot learn optimally. In addition, without a curriculum, teachers do not have teaching materials to convey to students. The way that teachers can apply to strengthen the character of students is through character-based education. This education is carried out by integrating the elements that form character in every activity that takes place. If this activity is carried out consistently, students' character will continue to be trained and stronger, so that they can apply their knowledge well.

From the many existing character education models, the author is interested in the PHBK model, because this model has been developed in various cities in Indonesia, equipped with guidebooks, various learning media, and training for teachers on the application of the PHBK model. There have been several studies on character education methods and models that have been carried out, no one has yet examined how a character-based holistic education model can develop emotional regulation skills.

The holistic education model is actually not a new thing, some classic figures who are considered to be the pioneers of holistic education, including: Jean Rousseau, Ralph Waldo Emerson, Henry Thoreau, Bronson Alcott, Johann Pestalozzi, Friedrich Froebel, and Francisco Ferrer. In addition, there are also other figures who are considered supporters of holistic education, namely Rudolf Steiner, Maria Montessori, Francis Parker, John Dewey, John Caldwell Holt, George Dennison, Kieran Egan, Howard Gardner, Jiddu Khrinamurti, Carl Jung, Abraham Maslow, Carl Rogers, Paul Goodman, Ivan Illich, and Paulo Freire (Megawangi, 2008).

The Character-Based Holistic Education Model is one of the programs echoed by the Indonesia Heritage Foundation (IHF) which is believed to restore the character of the Indonesian nation. The PHBK model is an educational philosophy that believes that every human being can become a person with character, intelligent, creative, true learner and can find his identity, meaning and purpose in life. The purpose of the Character-Based Holistic Education model is to form a whole human being (holistic) with character, namely to develop the physical, emotional, social, creative, spiritual, and intellectual aspects of students optimally, as well as to form human beings who are life long learners (true learners) (IHF, 2024).

The Character-Based Holistic Education (PHBK) model, implemented by the Indonesia Heritage Foundation (IHF), uses two primary approaches to instill character values in students: formal and non-formal flows. The formal flow focuses on understanding the meaning and purpose of each character value, while the non-formal flow integrates character education into all learning activities. This model emphasizes that character education goes beyond cognitive knowledge (moral knowing) and must also be felt (moral feeling) and acted upon (moral action). The character pillars are channeled through specific techniques: direct application through targeted lessons and activities, and integrated streaming, where character values are incorporated into all aspects of school life, including academic subjects, art, sports, and daily habits. The goal of PHBK is to develop students holistically, nurturing their mind, heart, and actions to create well-rounded, wise individuals (Faujiah et al., 2018).

Specifically for the 9 Pillars of character, the teaching pattern is student active learning where children are actively involved in discussions and activities. Teachers are more emphasized to ask questions to children, and children are more active in giving answers and comments. The philosophy of this method is that the function of education is "to bring forth" (actualizing from within the child). The flow of character pillars is carried out in the morning with a duration of 15-20 minutes in the flow of character pillars. This reflection time provides an opportunity for students to verbally express their knowledge, love/feelings, and how they take actions in their lives. The teaching of the 9 pillars of character plus K4 (cleanliness, neatness, health, security) is carried out during the school year, where each pillar is taught every two or three weeks according to the base on case, meaning that the character

pillars will be discussed according to the specified time. The pillars of his character are: 1) Love of God and all of His creation; 2) Independence, discipline, responsibility; 3) Honesty, trustworthiness, and wise speech; 4) Respect, courtesy, and good listener; 5) Generosity, helpfulness, and cooperation; 6) Confident, creative, and unyielding; 7) Good and fair leaders; 8) Kindness and humility; and 9) Tolerant, peace-loving, and united (Megawangi, 2008). Furthermore, the flow of character in a non-formal manner is integrated with learning activities. In the implementation process, character values must be integrated into every subject and also in every subject in school. Character education is the responsibility of all components in the school.

The success of a character-based holistic education model in shaping character has been seen in children who express it through their behavior. When in class, children are able to respect their friends, appreciate the differences that exist, speak politely when meeting others, dare to ask questions about something they want to know, be willing to apologize when they make mistakes, become problem solvers for those around them. When outside the classroom, children are friendly to the environment, which means they are able to maintain cleanliness by throwing garbage in its place, obeying existing regulations such as putting shoes in their closets, and so on. This proves that with this PHBK model, children's character can be formed and of course with a learning process that provides a sense of security and fun for children (IHF, 2024).

Character education in Indonesia has become more effective and applied in every school, so in 2000 Mrs. Ratna Megawangi established the Indonesia Heritage Foundation (IHF) by developing an education model called "Character-Based Holistic Education (PHBK)", IHF has run a comprehensive character education model that can shape the character of students (Yuliana et al., 2020). The teaching process creates two forms of teaching, namely character education that is integrated with the theme and specifically through the flow of character pillars. Holistic education is an educational method to build human beings as a whole by developing their potential which includes social-emotional potential, intellectual potential, moral or character potential, and creativity and spirituality (Megawangi, 2008).

The goal of holistic education is to help develop individual potential in a more fun and exciting learning atmosphere, democratic and humanist through experience in interacting with their environment. Through holistic education, students are expected to become themselves (learning to be). in the sense of being able to gain psychological freedom to make good decisions, learn through a way that suits them, acquire social skills, and be able to develop their character and emotions) (IHF, 2024).

This article aims to analyze how the Holistic Character-Based Education (PHBK) model influences children's emotional regulation. The research contribution of this article lies in its exploration of the impact of the Holistic Character-Based Education (PHBK) model on children's emotional regulation. By focusing on how PHBK influences emotional regulation, the study contributes to the understanding of character education's role in fostering emotional skills, a crucial aspect of child development. The findings from this research can help inform educational practices by demonstrating how integrating character values into both formal and non-formal learning can enhance children's emotional awareness and control. Additionally, it provides insights into the effectiveness of holistic approaches in shaping emotional responses, ultimately offering valuable implications for educators, policymakers, and researchers interested in the intersection of character education and emotional development.

METHODS

This study uses Systematic Literature Review (SLR), which is a research method to collect, analyze and synthesize research results relevant to a certain topic in a systematic and structured manner. This method aims to provide a comprehensive picture of a research phenomenon or problem by identifying and evaluating the existing evidence. This SLR process begins with the identification of research questions, namely: "How does the PHBK learning model affect the ability of Emotion Regulation in children aged 4-5 years". The next step is to search for literature in various academic databases, such as google Scholar, Scopus and other article providers using keywords such as "PHBK", "Emotion Regulation" and "4-5 year old children". The criteria used are articles published in the last 10 years, research that is relevant to the topic and is carried out by identifying themes, patterns and concepts that emerge from the existing literature, as well as categorizing research results based on the theme. The data obtained will be used to draw conclusions about the influence of the PHBK learning model on the Emotional Regulation of children aged 4-5 years.

The inclusion and exclusion criteria used in the article are: The inclusion criteria of the article used: 1) an article that describes the PHBK learning model; 2) Articles explaining Early Childhood

Emotional Regulation; 3) the published article has a complete section; 4) published from 2014 until now. Article exclusion criteria include: 1) published before 2014. 2) The article is incomplete. Articles obtained from Google Scholar and Scopus, will be sorted using the criteria that have been made. The article is sorted into inclusion criteria and exclusion criteria.

RESULTS

The search results using the keywords "PHBK", "Emotional Regulation", "Early Childhood" use electronic databases of Google Scholar and Scopus. The search results using the three keywords resulted in 50 articles. Then articles were screened with inclusion and exclusion criteria, 23 articles were obtained. The next article selection is by eliminating duplicate articles with the results of 15 articles. Furthermore, article elimination was carried out based on a complete arrangement, namely 11 articles.

Table 1. Article Extraction Results

Writer	Heading	Year	Result
Yuliana et al. (2020)	Character-Based Holistic Education Model at the Indonesia Heritage Foundation Character School	2020	Research shows that the Character-Based Holistic Education (PHBK) model has succeeded in shaping the character of students in schools. This model flows character values formally through the teaching of character pillars and informally by integrating them into the subjects. The character values developed include God's love, responsibility, cooperation, and tolerance. The success of this model can be seen from the change in positive behavior of students, such as respecting friends, maintaining cleanliness, and being independent
Budiarti (2023)	Application of Character-Based Holistic Education Model in Developing Independent Character, Discipline and Early Childhood Responsibility in Baubau Professional Personnel Kindergarten	2023	The results of the study show that the application of the Character-Based Holistic Education (PHBK) model is effective in developing children's independent character, discipline, and responsibility. The learning process is carried out thoroughly and integrated through habituation, motivation, class rules, and character pillar stories
Adawiah & Ubaidilah (2023)	Development of Character-Based Holistic Education in Early Childhood Education in Central Kaduagung Village, Cibadak District, Lebak Regency	2023	Character-based holistic education at PAUD Aisyiyah aims to develop early childhood character by implementing the 9 Pillars of Character. As a result, the success of character development can be seen from children's daily behavior, such as patience, awareness, honesty, independence, and other positive attitudes
Hartiani (2018)	Implementation of the Character-Based Holistic Education Model (PHBK) in Developing Children's Discipline Attitudes (Case Study at Kindergarten Z Majalengka)	2018	Research shows that the Character-Based Holistic Education (PHBK) model plays a role in developing children's discipline attitudes. The application of this model involves rules, habituation, rewards, guidance, supervision, and consistency, which results in a change in the attitude of better discipline in children. The PHBK model also emphasizes on the 9 Pillars of

			Character and the use of special learning media
Halle & Darling-Churchill (2016)	Review of Measures of Social and Emotional Development	2016	Measurement of social and emotional development is important for a child's development from an early age. This review provides guidance on robust instruments and suggests a focus on further development for instruments that are more comprehensive, accessible, and appropriate to diverse populations. The authors identified six measuring tools that are best suited for use in a large national survey covering the social and emotional development of children aged 0 to 5 years. The results show that the measuring tools that assess social competence, emotional competence, behavioral problems, and self-regulation are key in measuring children's social and emotional development
Rafiyya et al. (2024)	Early Childhood Social-Emotional Development: An Impact on a Developing Country	2024	Research reveals that the social-emotional development of early childhood in developing countries, such as Thailand, is influenced by policies and strategies involving early childhood education programs, professional development for educators, family involvement, mental health support, and assessment and monitoring systems. These policies have a significant impact on education, labor productivity, and public health, as well as reducing social costs and improving economic well-being
Denham & Bassett (2019)	Early childhood teachers' socialization of children's emotional competence	2019	Research shows that the positive emotional environment of teachers supports the development of children's emotional knowledge. Some unique findings include how teachers' expressions of anger can help children in their emotional regulation. Children from families with high socioeconomic risk showed different results in responses to positive and negative emotions of teachers
Astuti et al. (2019)	Developing Social Emotional Intelligence Through Playing Activities for Early Childhood	2019	Play activities can develop children's social-emotional intelligence. Playing in small or large groups can help children develop positive attitudes such as honesty, responsibility, confidence, loyalty, and cooperation. This activity can also increase tolerance and caring for others
Sukatin et al. (2020)	Analysis of Early Childhood Emotional Development	2020	Early childhood emotional development is very important in shaping their social-emotional behavior. This study emphasizes that children's emotions need

			to be understood by parents and teachers so that the learning process can be meaningfully accelerated. A positive environment, such as the role of mother and father, has a great influence on a child's emotional development. In addition, children who can manage their emotions well will be more likely to interact with others and adapt to social life
Utami et al. (2021)	Development of a Multirepresentation-Based Learning Model to Increase the Emotional Intelligence of 5 - 6 Years Old Children	2021	The results showed that a multi-representation-based learning model that incorporated local cultural values (<i>pitutur luhur</i>) significantly increased the emotional intelligence of children aged 5-6 years, especially in terms of tolerance, responsibility, empathy, honesty, and patience
Perry & Dollar (2021)	Measurement of Behavioral Emotion Regulation Strategies in Early Childhood: The Early Emotion Regulation Behavior Questionnaire (EERBQ)	2021	Reliability: All EERBQ subscales show high reliability alpha coefficients (0.75 to 0.95). Regulatory strategies: Older children tend to use distraction, mindfulness, and verbal help-seeking; younger children use venting and avoidance more often. Contextual differences: Children use physical venting more often in positive situations (such as jumping when excited) and self-soothing in negative situations (such as sucking the thumb when scared). Gender differences: Girls use distraction and help-seeking strategies more often, while boys use venting more often. Implications: The use of more mature regulatory strategies early in life is associated with fewer behavioral problems and better school readiness

Based on a number of studies, the PHBK model has a significant impact on children's character development, which indirectly also affects their ability to regulate emotions. One of the studies by Yuliana et al. (2020) at the Indonesian Heritage Foundation Character School shows that PHBK integrates character values through formal and non-formal teaching. Values such as God's love, responsibility, cooperation, and tolerance become the basis for children to behave, which reflects their ability to manage emotions, both positive and negative, according to applicable social norms.

Furthermore, research by Budiarti (2023) at Baubau Professional Personnel Kindergarten revealed that PHBK is able to develop independent character, discipline, and responsibility in early childhood through a comprehensive and integrated learning process. This learning process includes habituations, classroom rules, and character pillar stories that help children understand their emotional boundaries and manage their emotional responses in a variety of social situations. The character of discipline and responsibility formed from this model of PHBK shows that children are able to control their emotional impulses, especially in situations that require self-control and independence.

In addition, Adawiah & Ubaidilah (2023) in a study at PAUD Aisyiyah in Central Kaduagung Village highlighted the influence of the implementation of PHBK on early childhood character development. The study found that children who participated in the PHBK model showed behaviors such as patience, awareness, honesty, and independence. All these aspects are essential components in the regulation of emotions, in which children are taught to contain and manage their emotions when facing social challenges or conflicts, so that they can interact more positively with the surrounding environment.

Research by Hartiani (2018) at Kindergarten Z Majalengka also provides evidence that PHBK plays a role in the development of children's discipline attitudes. In this model, habituation, reward, and consistent supervision are applied to form a discipline attitude, which essentially involves the child's ability to regulate their emotions to keep them in control in situations that require patience and calmness. The consistent implementation of rules and supervision in the PHBK model creates an environment that helps children learn how to manage emotions effectively, which leads to an increase in their attitude of discipline.

Not only that, international research by Halle & Darling-Churchill (2016) also shows that emotional regulation is an important part of a child's social and emotional development. In the context of PHBK, the development of emotional regulation is seen as one of the main goals of character education. The review conducted by Halle and Darling-Churchill emphasizes the importance of measuring tools that can assess children's social competence, emotional competence, and self-regulation. In this case, PHBK provides a comprehensive framework for achieving these goals, as its holistic approach includes character development related to children's social-emotional abilities.

Overall, these studies show that the PHBK learning model, through an integrated and holistic character approach, plays an important role in shaping emotional regulation in early childhood. Character development such as discipline, responsibility, honesty, patience, and cooperation, which are the focus of PHBK, provide a solid foundation for children to better understand and manage their emotions. As a result, children involved in this model showed better abilities in coping with complex emotional situations and behaving in accordance with positive social expectations (Setiawan, 2024).

Other research emphasizes the importance of a supportive learning environment to help children develop emotional regulation. Grady et al. (2012) underline that positive interactions with teachers and parents, such as labeling and validating children's emotions, help children better recognize and cope with emotions. This shows the relevance of the use of PHBK to create an environment conducive to emotional development.

Perry and Dollar's research shows that the ages of 2-6 years are an important period for the development of emotion regulation strategies, including in the context of positive and negative emotions. At this age, children begin to learn to identify and manage emotions more effectively. Thus, the age of 4-5 years is the ideal time to introduce PHBK to support emotional regulation. Eight key strategies for regulating emotions in instruments Early Emotion Regulation Behavior Questionnaire (EERBQ), in 's research, namely:

1. Distraction
 - Children distract from sources of stress by focusing on other objects or activities that are less emotionally arousing.
 - Example: Picking up a crayon or toy while waiting for a reward.
2. Mindfulness
 - Children are aware of their own feelings and are able to accept these feelings.
 - Example: Admitting that he felt angry when asked to turn off the TV.
3. Verbal Help-Seeking
 - The child seeks help through verbal communication with adults to ease his emotions.
 - Example: Talk to parents about what to expect while waiting for an injection at the doctor.
4. Physical Help-Seeking
 - The child seeks help through physical contact with a parent or caregiver.
 - Example: Asking to hold a parent's hand when you are afraid to see someone wearing a costume.
5. Avoidance
 - The child avoids or withdraws from situations that trigger his emotions.
 - Example: Hiding or being silent when losing their beloved object.
6. Verbal Venting
 - Children release emotions through speech such as crying or shouting.
 - Example: Shouting at the store because you are not allowed to buy your favorite snack.
7. Physical Venting
 - Children release emotions through physical actions such as jumping or kicking.
 - Example: Hitting another child on the playground because he doesn't want to share a toy.

8. Self-Soothing

- Children use physical means to calm down without the help of others.
- Example: Sucking your thumb or hugging a blanket when you're afraid of hearing Thunder

The strategy is in line with the habituation carried out in character-based Holistic Education, where children receive the treatment and habituation, every day.

CONCLUSION

The study concluded that the implementation of Character-Based Holistic Education (PHBK) has proven effective in enhancing early childhood emotional regulation. By integrating character values like discipline, patience, responsibility, and honesty through both formal and non-formal approaches, the PHBK model helps children develop emotional skills, manage impulsive urges, and engage positively in social interactions. Children involved in PHBK show improved emotional development, better adaptation to social situations, and a mature approach to emotional challenges. Future research could explore the long-term impact of PHBK on emotional regulation, compare its effectiveness with other models, investigate the specific influence of character traits on emotional development, and examine the role of family and community involvement in reinforcing PHBK values. Additionally, research could address cultural and regional differences in implementing PHBK, helping to refine its application across diverse settings.

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