
Analysis of social emotional problems during the PAUD-SD transition period in class 1 of SDN Kamal 1

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Abstract: This research aims to determine social emotional problems during the PAUD-SD transition period in class 1 of SDN Kamal 1 and the challenges and efforts made. The method used in this research is a qualitative descriptive method. The results of the research show that social emotional problems during the transition period from PAUD-SD in class 1 of SDN Kamal 1 are; (1) self-awareness, children cannot yet recognize their own feelings and behavior, recognize their strengths and weaknesses and evaluate themselves, (2) self-management, children cannot control their emotions, (3) social awareness, children cannot understand norms social norms include those that are unfair and do not accept other people's points of view, (4) social interaction skills, children are not yet able to get along with their peers, initiate interactions or communicate with their friends, do not actively listen to other people who are talking, maintain conversations and wait turn, (5) responsible decision making, children can't do it yet analyze situations from multiple points of view, identify possible options, explore the consequences of each option and demonstrate curiosity, honesty, integrity and fairness.

Keywords: PAUD-SD transition, social emotional problems, elementary school children

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Introduction

The fun PAUD-SD transition is one of the Merdeka Belajar programs Episode 24 of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) contains processes that support children's readiness from an early age to learn to enter elementary school. The transition period is also a development for a child from the Early Childhood Education (PAUD) environment to Elementary School (SD) to adapt to changes in social identity, environment, social networks and teaching and learning methods. This movement aims to protect the rights of young children to grow, process and be respected both within the school education unit and at home.

Every student must obtain school education through systematic, regular and sustainable learning activities at school starting from Kindergarten (TK) to college. Elementary school is a formal school that Indonesian students must attend. Primary school education is taken for 6 years starting from phase A (grades 1 and 2), phase B (grades 3 and 4), phase C (grades 5 and 6). It is through elementary school education that children can develop and optimize all aspects of their development. One aspect of child development is social emotional development.

Social emotional development is a stage of learning to attune oneself to knowing the conditions and feelings when interacting with other individuals or groups in the environment, including parents, relatives and peers in everyday life (Indanah & Yulisetyaningrum, 2019). Healthy social and emotional development is very necessary for children because it can enable children to behave appropriately and be able to go through the period from childhood to adulthood without any obstacles. This social emotional development aims for children to have good socialization skills, have self-confidence and the ability to control emotions.

Appropriate social and emotional development will influence the timeliness of children starting school. In social development at elementary school level, children are starting to be able to

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communicate and play with their peers. Meanwhile, the emotional development of elementary school students can express their reactions to other individuals and can control their own emotions (Tusyana, 2019). Social and emotional development has an inseparable connection in the development process. Because when elementary school students have emotional development that can be controlled, it will be easier for students to blend in well with other individuals in their surrounding environment, whether at home, school or in the community.

The factors that influence social and emotional development are the social environment and family environment. The social development of elementary school age children can be seen from the expansion of relationships in the continuity of learning in the classroom or outside the classroom and in the family environment. They will form bonds with their peers into a play or study group so that their social relationships will expand (Ilham, 2020). On the other hand, there are also students who experience problems in developing their social-emotional emotions because they are influenced by negative things from the surrounding environment and the individual's family members, so it is possible that students' social-emotional development may or may not be achieved. In this case, attention and supervision from parents and teachers is needed.

Based on the results of observations in class 1 of SDN Kamal 1, the visible social emotional development of students is still not developing optimally. Aspects of social emotional development such as children rarely talking to their friends, being friends with one friend but only sitting together without any interaction, being shy, not being able to express their emotions when they are lining up outside the class while singing and inside the class when they are playing, still like to win alone when playing, easily gets angry if his wishes are not followed, still often cries, finds it difficult to follow the teacher's rules, some do not want to share with each other. By finding problems in this observation, the researcher wants to know and expand more deeply regarding social emotional problems in class 1 of SDN Kamal 1.

Previous research was conducted by Finahari Nur Khalawati (2023) entitled "The Urgency of Children's Preparation in the PAUD to SD Transition Period". The research results show that the preparation carried out by parents and teachers have a crucial role in helping children face change educational environment. In this case, the involvement of parents in preparing children to have children positive impact on their adjustment to elementary school. Parents can play an active role in help children overcome anxiety and discomfort when moving to a new environment. Teacher also has an important role in providing support and a conducive environment for children child to adapt. However, this research also reveals challenges in the process of preparation and adjustment. Some children may have difficulty in cope with environmental changes and higher learning demands. Therefore, it is necessary further efforts in supporting children facing these difficulties. Overall, The results of this research provide a deeper understanding of the urgency of children's preparation transition from PAUD to elementary school. Different from that research, this research discusses the problems faced by children in the aspect of social emotional development during the PAUD-SD transition period in grade 1 of SDN Kamal 1.

Lack of attention and supervision by parents and teachers, it is not impossible that students will do something according to their wishes without knowing right or wrong. This can have an impact on their development and then cause problems in their daily lives, including in learning at school. On the other hand, if encouraged and supervised well, students can develop directionally according to expectations. The aim of this research is to determine social emotional problems during the PAUD-SD transition period in class 1 of SDN Kamal 1 and the challenges and efforts made. Based on this description, the researcher is interested in conducting research with the title "Analysis of Social Emotional Problems during the PAUD-SD Transition Period in Class 1 of SDN Kamal 1".

Method

This research uses a qualitative descriptive method. According to (Moleong, 2014) the descriptive method is a method used to describe or analyze research results but is not used to draw broad conclusions. (Moleong, 2019) qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perception, motivation, action, etc., holistically and by means of description in the form of words and language in a special natural context and by utilizing various natural methods. From the explanation above, it can

be concluded that qualitative descriptive research is a series of research activities used to obtain data that is true to reality in certain conditions and the results emphasize meaning rather than reasoning.

This research will be carried out in Class 1 of SDN Kamal 1 Madura to obtain data related to social emotional problems during the PAUD-SD transition period in class 1 of SDN Kamal 1. The research will be carried out in October 2024. The data sources in this research consist of primary data sources and secondary data sources. The primary data sources in this research are the principal and class 1 homeroom teacher of SDN Kamal 1. Secondary data sources in this research are photos and recordings of learning activities from observations and interviews.

Data collection techniques in this research can be carried out in several ways, namely, observation, directly observing the process of implementing learning activities in class, interviews and documentation. The data validation technique used is triangulation to ensure the correctness of the data obtained by utilizing other sources. The validity of the data is done by using something other than the data to check and as a comparison of the data obtained.

The data analysis method used in this research is a qualitative analysis method, namely a method that aims to provide a comprehensive picture of the subject under study and is not intended to test hypotheses. Miles and Huberman in (Sugiyono, 2019) suggests that activities in qualitative data analysis carried out interactively and continues continuously until completion, so the data is saturated. This research uses interactive model analysis Miles and Huberman with the following cycle; (1) data collection in this research uses documentation studies and interviews related to the social emotional development of students in class 1 of SDN Kamal 1, (2) the data that has been obtained from the data collection stage will then be through data reduction resistance. At stage There are several things that can be done in data reduction, such as summarizing, selecting important or basic things and discarding data that is not needed, focusing on important and basic things, (3) the next stage is presentation data into narrative text form, (4) from the data that has been collected, conclusions are then drawn and their validity is verified and tested.

Results and Discussion

Each student grows and develops in different ways and over time. In line with (Hadi, 2017) in his research, he stated that no human being is the same, the stages of development in humans are different. Apart from that, the direction received also has an influence on student development, inappropriate encouragement and direction to students can lead to poor results for students, giving rise to undesirable problems. Researchers have conducted research on social emotional problems during the PAUD-SD transition period in class 1 of SDN Kamal 1. Based on the research results, the results of the analysis of social emotional problems have aspects of social emotional development learning according to CASEL. According to CASEL, there are five main tools in social emotional learning, namely self-awareness, self-management, social awareness, relationship skills and responsible decision making (responsible decision-making). Researchers found several student problems as follows:

Self-awareness

Self-awareness is an individual's ability to understand potential, weaknesses, motivations, values, and their impact on other people (Salomon & Kalaiyarasan, 2016). In addition, (Igbinovia, 2016) emphasized that self-awareness is able to connect individuals with their own feelings, thoughts and actions, thereby enabling individuals to gain a better perception of what they want to achieve in life and therefore be able to work at their level of competence. Self-awareness is the main basis for the growth and development of emotional intelligence, which refers to how individuals recognize their own emotions and know their impact to guide decision making. This is certainly important for each individual, especially in terms of career advancement. Because in a career the main key is understanding one's own strengths and limitations, so that one can optimize one's potential.

The importance of self-awareness is not yet fully understood by Indonesian people. Leading to self-awareness in elementary school children to be relatively low. Based on the results of interviews with the principal and class 1 teachers at SDN Kamal 1 (14/10/2024), there are several points that are indicators of weak self-awareness. The first is understanding feelings and behavior. There are still many elementary school children who are not yet able to understand and recognize their own feelings

and behavior. This is in line with the results of an interview by Mrs. Yuni Andari, S.Pd.SD., who stated that "no, for first grade, they don't understand themselves, especially since I said they are still transitioning from pre-school to elementary school." Then elementary school children are also not yet fully able to understand their strengths and weaknesses, only a small number of elementary school children are able to answer what their strengths are, most of them still answer hobbies in this question. In line with the statement of Mrs. Yuni Andari, S.Pd.SD., that "they still don't know yet. I apologize to myself that this development is late or not yet optimal." The last one is related to self-evaluation, most students are still unable to evaluate themselves. This is in line with the statements of the two sources. According to Mrs. Setiyo Handayani, S.Pd.SD., stated that "some can do it and some can't, sis, they are still in class 1, their egos are still high, I think." Meanwhile, according to Mrs. Yuni Andari, S.Pd.SD., that "still not yet, if you're just wrong, you can, but if you need to reflect on it, you need guidance. There was an incident where you had a fight, I asked, have you apologized? Not yet? Why don't you apologize, come on. I'm sorry, I knew they were wrong. So if they are reminded then they will realize, sis."

Strong self-awareness can make students disciplined in learning, so that if students' self-awareness is high they can achieve maximum learning results (Sudarmono et al, 2017). A person with high self-awareness can accurately gauge their own moods, feelings, and understand how their feelings affect others, is open to feedback from others about how to continue improving, and is able to make the right decisions despite uncertainty and uncertainty. pressure (Atuma Okpara & Edwin Agwu, 2015). On the other hand, if students do not comply with school regulations, this will affect the optimization of potential and achievement. High student self-awareness means students are able to control problems in their learning and the problems they face at the end of childhood transition. Self-awareness during the transition period of late childhood must be instilled from an early age so that the process of learning and preparation for adolescence is more optimal.

Self-management

Self-management is one of the models in Cognitive Behavior Therapy. Self-management is a strategy whose implementation aims to realize behavior change in which in the process the individual will direct changes in his own behavior using a technique or a combination of therapeutic techniques (Komalasari, 2016). In implementing self-management, the counselee will be responsible for the success of the counseling, while the counselor will act as a facilitator to design programs, a motivator and also the originator of an idea.

Every individual certainly has various demands to fulfill their life, from the most basic needs to the peak of human needs which they want to fulfill well in accordance with expectations. In response to this, individuals need self-control or self-control. Self-control must be possessed by every individual, considering the influence and demands of developments in the times where it is not uncommon for individuals to justify any means to achieve their needs. Apart from that, self-control is intended so that in the process of fulfilling their needs they do not interfere with the rights of other people or social order in society. In line with this opinion, based on the results of interviews with the principal and class 1 teachers at SDN Kamal 1, they agreed that students' emotional control was still not developed. This was mentioned by Mrs. Setiyo Handayani, S.Pd.SD., who stated that "well, not yet, it needs process and guidance as I said earlier, Ms. Her name is still first class, her ego is still high" and Mrs. Yuni Andari, S.Pd. SD., said "controlling it still does not require habituation or control from the teacher". The self-management abilities contained in children require an important role in the child's interactions with parents, teachers and the environment in order to form mature self-management in children. This is needed because children are required to come up with new behaviors and learn these behaviors well.

Social awareness

Social awareness is the ability to recognize other people or awareness to foster concern which can then show the ability to empathize with other people (Utami et al, 2018). Social awareness is of course very important and must be applied to students, but this cannot just happen. Based on the results of interviews with the principal and grade 1 teachers at SDN Kamal 1, they agreed that students still cannot understand various social norms, including unfair ones. This was mentioned by Mrs. Setiyo Handayani, S.Pd.SD., who stated that "it can't be done yet, sis, if this seems like it's only for the

second grade they will understand" and Mrs. Yuni Andari, S.Pd.SD., said "it's not possible yet, But if it's a fair problem, for example, the child is fighting. This is an example of continuing to fight, sis, hehe. They know that oh I'm not defending him, they feel it, sis." Then students cannot take other people's perspectives. This is in line with the statement of Mrs. Setiyo Handayani, S.Pd.SD., who stated that "it's not possible yet, but if they are advised slowly they can accept it sis" and the statement of Mrs. Yuni Andari, S.Pd.SD., that " For first graders, it's not possible, but if we just give them advice, they immediately follow the directions. Because we give them the understanding that it's not okay, for example, the children often play with knives, Sis, I explain it to them and then they accept it."

Social awareness that is formed through a mature educational process will bring the ability to build harmony in one's social relations. With strong social awareness, a person can more easily adapt to the environment, consider how other people feel, have a high sense of empathy, and behave in accordance with religious values.

Social interaction skills

At the early development stage in elementary school, children begin to face significant changes in their social interactions (Agustyaningrum, 2022). Elementary school children interact with peers who are diverse in terms of their different backgrounds, interests, and characteristics. Through these social interactions, children learn to understand differences, work together, build friendships, and deal with conflict. Social interaction also allows children to develop the ability to communicate effectively.

Based on the results of interviews with grade 1 teachers at SDN Kamal 1, it was stated that students were still unable to mix with their peers. This was mentioned by Mrs. Yuni Andari, S.Pd.SD., who stated that "some of them are, but some of them are shy. Here there is an inclusive child, sis, whose intellectual abilities, sorry, are not like those of children his age. These are first and second grade brothers, that is. After investigating, it turns out that the genetic factor starts from the grandparents. The learning process is the same, but we give this child more time, give him more intense attention, doesn't it? Then some students have not been able to start interacting or communicating with their peers. This was mentioned by Mrs. Setiyo Handayani, S.Pd.SD., who stated that "some people can, some are still shy, sis", and Mrs. Yuni Andari, S.Pd.SD., who said "you can with your friends, but For shy children, someone has to talk to them first". Then the child does not actively listen to other people who are talking. In line with the statement by Mrs. Setiyo Handayani, S.Pd.SD., that "it's not possible yet, this needs getting used to because sometimes when the teacher is giving advice they run away and run away sis" and the statement by Mrs. Yuni Andari, S.Pd.SD. ., who said "it's not possible, especially if it's taught by intern students, so they added this, sis. They need the teacher's assistance." Apart from that, students are not yet able to maintain a conversation. In line with the statement by Mrs. Setiyo Handayani, S.Pd.SD., that "it's not possible yet, especially if the teacher is talking. They sometimes run around", and the statement by Mrs. Yuni Andari, S.Pd.SD., who said "it's not possible yet "If you just chat with your friends you can, but if you talk to your teacher it's sometimes difficult." Lastly, students are not able to wait their turn. This is in line with the statement by Mrs. Setiyo Handayani, S.Pd.SD., that "it can't be done yet, it needs to get used to, especially when queuing in the canteen, sis, they like to scream", and the statement by Mrs. Yuni Andari, S.Pd.SD., who said "I can't do it yet, I'm saying they still can't be patient, let alone still in first grade, sis."

The role of social interaction skills in the emotional development of elementary school children is very important. Through interactions with peers, children learn empathy, tolerance, and understanding of other people's feelings. They learn to identify and express their own emotions, as well as learn how to resolve conflicts and resolve problems in a constructive way. Social interactions also provide opportunities for children to learn to regulate themselves, control impulses, and manage stress (Syifa Aulia Nurfazrina, 2020).

Responsible decision making

Responsible decision making is a competency that requires the knowledge, skills and attitudes needed to make constructive choices regarding personal attitudes and social interactions in various contexts. This competency requires the ability to consider ethical standards, safety issues, appropriate

norms for risky behavior, make realistic evaluations of the consequences of various actions, and consider the health and well-being of oneself and others.

Based on the results of interviews with the principal and grade 1 teachers at SDN Kamal 1, they agreed that students were still unable to analyze the situation from various points of view. This was mentioned by Mrs. Setiyo Handayani, S.Pd.SD., who stated that "she can't do this yet, her ego is still high for that age", and the statement by Mrs. Yuni Andari, S.Pd.SD., who said "not yet, "If their thinking is that way, it's still that way, sis. So they need assistance from the teacher to provide more explanation." Then students cannot identify possible choices. This is in line with the statement of Mrs. Setiyo Handayani, S.Pd.SD., that "it's not possible yet, this needs an explanation from the teacher. Usually then they understand but sometimes they are still confused" and the statement of Mrs. Yuni Andari, S.Pd.SD., who said "not yet, sometimes even adults are given difficult choices to choose, sis, let alone children. Sometimes they follow their friends. Their friends choose this and then choose this too." Furthermore, students cannot explore the consequences of each choice. In line with the statement of Ms. Setiyo Handayani, S.Pd. Elementary school, which stated "not yet this also needs explanation from the teacher. So here the teacher's position is very important, sis, in terms of honing their development. They have just entered elementary school, sometimes there are attitudes from preschool that are still brought here." Not only that, some students have not been able to show curiosity and open-mindedness. This is in line with the statement by Mrs. Setiyo Handayani, S.Pd.SD., that "some can and some can't, sis. As for shy children, it's not yet clear whether they will be curious or not", and the statement by Mrs. Yuni Andari, S.Pd. SD., who said "some of them can, sis, they actively ask questions but there are also those who just keep quiet. Only if they are provoked will their children be able to reveal it." Lastly, students have not been able to show an attitude of justice. In line with the statement of Mrs. Yuni Andari, S.Pd.SD., who said "it is possible if the attitude is honest but there is still no justice. Sometimes they are one-sided in defending their friends because there are cousins who are so defended."

The ability to make responsible decisions is very important for children to have because decision making is closely related to independence in the way they think and behave. Often parents become decision makers for children because they think the child doesn't know anything. In fact, from a young age children must be trained to choose for themselves because it is a provision for making important decisions when they grow up. If children are never trained to choose for themselves, later they will find it difficult to make bigger decisions. Because he never feels confident in his abilities, doubts himself, and can never take the initiative. There is less self-esteem because he is not sure he is actually capable.

The main challenge faced by teachers in developing social emotional development during the PAUD-SD transition period in class 1 of SDN Kamal 1 is the teacher's difficulty in maintaining class discipline. Teachers must identify factors that influence student behavior, design appropriate rules inside and outside the classroom, and implement them consistently. Teachers must show empathy, understand students' backgrounds and motivations, and help overcome the challenges they face. This involves a holistic approach to education, where educators act not only as transmitters of information, but also as mentors and social supports for students. It is important to remember that each student is a unique individual, and therefore, a one-size-fits-all approach may not be effective. Teachers need to consider diversity and develop the ability to adapt to changing student needs over time. This involves improving interpersonal skills, sensitivity to cultural diversity, and the ability to collaborate with fellow teachers, parents, and other school staff. And there is no learning media as a supporting means to stimulate social emotional development in the classroom.

Despite the challenges, most teachers have made extra efforts to foster students' social emotional development. Through an individual approach, teachers try to provide individual support to students. Teachers identify students who are facing social or emotional challenges and hold counseling sessions in the staff room, where students can talk about their feelings and concerns safely and openly. Through this approach, teachers act as facilitators of students' social emotional growth, helping manage stress and conflict, and developing deeper self-understanding. Not only that, teachers involve conversations with students' parents to gain additional perspectives and better understand the conditions at home that can influence student development. As part of this holistic effort, teachers not only act as transmitters of lesson material, but also as mentors and social emotional supports for students. By engaging in efforts like these, teachers help create an educational environment that not

only fosters academic intelligence, but also fosters the social and emotional maturity that is crucial for students' long-term success in and out of school.

Conclusion

Social development is the stage where a child begins to adapt to the rules of society and the child's behavior develops. The social emotional development of elementary school students is the development of behavior that controls and adapts to societal norms. The results of this research show firstly, there are social emotional problems that occur during the PAUD-SD transition period in class 1 of SDN Kamal 1. These problems are; (1) self-awareness, children cannot yet recognize their own feelings and behavior, recognize their strengths and weaknesses and evaluate themselves, (2) self-management, children cannot control their emotions, (3) social awareness, children cannot understand norms social norms include those that are unfair and do not accept other people's points of view, (4) social interaction skills, children are not yet able to get along with their peers, initiate interactions or communicate with their friends, do not actively listen to other people who are talking, maintain conversations and wait turn, (5) responsible decision making, children can't do it yet analyze situations from multiple points of view, identify possible options, explore the consequences of each option and demonstrate curiosity, honesty, integrity and fairness. Second, the challenges faced by teachers in developing students' social emotional development are the inconsistent role modeling and the lack of learning media as a means of supporting students' social emotional development. Third, the teacher's efforts in developing students' social emotional development, namely fostering good social emotional development interactions inside and outside the classroom for students, providing examples of good attitudes and words as figures to emulate, providing stimulation in the form of guidance to encourage the achievement of social emotional development. . In this way, it is hoped that student development can run well according to assignments and expectations so that the learning process will be more promising for the desired results.

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