



The Role of Storytelling in Developing Children's Emotional Intelligence

Rifdah Sabrina¹, Khairul Fadli Rambe², Azvi Rahmi³, Serpuadi Zeky³

¹ Universitas Islam Negeri Sultan Syarif Kasim, Indonesia

² Universitas Islam Negeri Imam Bonjol Padang, Indonesia

³ STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

✉ 22190124784@students.uin-suska.ac.id*

Abstract

This research is based on the author's observations, Padang, in April 2025. It was found that children's emotional intelligence was still not well managed, because there were still many students who lacked focus, disturbed their friends, and other actions in the teaching and learning process. Children's emotional intelligence needs to be managed, therefore learning must be interesting and fun. One way to manage children's emotional intelligence is through the storytelling method. This study aims to (1) Identify factors that influence children's emotional intelligence 2024-2025 academic year; and (2) Develop strategies for managing children's emotional intelligence through the storytelling method 2024-2025 academic year. This study uses a quantitative research method, the subjects in this study were students. The number of students who became subjects was 30 children. This research was collaborative between class teachers, the principal, and the author. The results of this study indicate that there was an increase in children's emotional intelligence management through storytelling, with a 34% increase in pre-test emotional intelligence and an 86.7% increase in post-test emotional intelligence. The conclusion of this study is that children's emotional intelligence can be managed through storytelling.

Article Information:

Received Oct 30, 2025

Revised Nov 17, 2025

Accepted Des 30, 2025

Keywords: *Children's Emotional Intelligence, Storytelling Method, Emotional Management*

INTRODUCTION

Emotional development, as one aspect of this development, needs to be optimized, as children with strong emotional intelligence have a greater chance of achieving success in life. This aligns with Daniel Goleman's opinion that emotional and social intelligence play a crucial role in determining a person's success (Razali et al., 2024). According to Goleman, emotional intelligence is a person's ability to regulate their emotional life with intelligence, maintain emotional harmony and express it through self-awareness, self-control, self-motivation, empathy and social skills (Mutmainnah, 2025).

How to cite: Sabrina, R., Rambe, K, F., Rahmi, A., Zeky, S. (2025). The Role of Storytelling in Developing Children's Emotional Intelligence. *Journal of Islamic Early Childhood Education*, 3(2), 53-63.

E-ISSN: 3031-2159

Published by: STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang, Indonesia

Daniel Goleman states that mood coordination is the core of good social relationships. If someone is good at adapting to the moods of others or can empathize, that person will have a good level of emotionality and will be more easily adjusted to social interactions and their environment. Goleman further states that emotional intelligence is a person's enhanced ability to motivate themselves, be resilient in the face of failure, control emotions and delay gratification, and regulate their mental state (Nuryati & Darsinah, 2021). With emotional intelligence, a person can manage their emotions appropriately, sort out satisfaction, and regulate their mood. Daniel Goleman states that emotional intelligence plays a far greater role than IQ or skill in determining who will become a star in a job (Syafawani & Safari, 2024).

In addition to Howard Gardner, Jean Piaget's theory of cognitive development, or Piaget's theory, suggests that intelligence changes as a child grows. A child's cognitive development is not only about acquiring knowledge; children also need to develop or build their mentality (Mifroh, 2020). Meanwhile, according to Erikson's theory, the outcome of each stage, whether positive or negative, influences the outcomes of subsequent stages (Qiptiyah, 2024). Erikson explained that the development of courage and independence is what distinguishes preschoolers, ages three to six, from other age groups. Young children in this age group face a psychological crisis of initiative versus guilt. This includes learning how to navigate the complexities of planning and developing a sense of judgment (Utami et al., 2023). During this stage, children learn to take initiative and prepare for leadership roles and to achieve goals (Febriani et al., 2025). Activities a child seeks during this stage may include risk-taking behaviors, such as crossing the street alone or riding a bicycle without a helmet; both of these examples involve self-limitation. The child may also develop negative behaviors as they learn to take initiative. These negative behaviors, such as throwing objects, hitting, or screaming, can result from the child feeling frustrated after being unable to achieve a goal as planned (Satrial et al., 2024). Similarly, Albert Bandura's Social Cognitive Theory posits that children learn by observing those around them, by being role models, and by imitating those role models. Bandura believes that three factors play a role in how a child shapes their behavior: influence, rewards, and self-efficacy (Artawijaya & Saptiari, 2023; Nainggolan & Dacli, 2021).

Preschoolers are increasingly able to complete tasks independently and explore new areas. With this growing independence comes a wealth of choices about activities (Alfadhilah, 2025). Sometimes children work on projects they can easily complete, but other times they undertake projects that are beyond their capabilities or that interfere with the plans and activities of others (Syarifah, 2019). If parents and preschool teachers encourage and support children's efforts, while also helping them make realistic and informed choices, children develop initiative and independence in planning and carrying out activities. However, if, on the other hand, adults discourage the pursuit of independent activities or consider them silly and distracting, children develop feelings of guilt about their needs and desires (Ardiati, 2021; Mariana, 2018).

A person's success in life is 80% determined by their emotional intelligence, with the remaining 20% determined by intellectual intelligence and other factors (Chung et al., 2023). Furthermore, Sudarsono (in Syahrul and Nurhafizah, 2021) states that the benefits of having a high level of emotional intelligence include: 1) Good emotional intelligence can be a tool for self-control, preventing one from engaging in actions that are detrimental to oneself and others; 2) Good emotional intelligence can be implemented as an excellent way to develop ideas, concepts, or even products; and it can also foster collaboration; 3) Good emotional intelligence can be a crucial asset for developing leadership talent in any field (Huber et al., 2019; Palmer et al., 2019).

Speaking about social and emotional development, according to Suyadi (2010),

children as one aspect of development cannot be separated from each other. In other words, discussing emotional development must intersect with children's social development. Likewise, discussing social development must involve emotions (Khairani & Maemonah, 2021; Safarli, 2021). This is because All are integrated within a holistic psychological framework. According to George Morrison (2012), positive social-emotional development facilitates children's interaction with others and learning, as well as their participation in other social activities. When children enter kindergarten or early childhood education (PAUD), they begin to leave their family environment and enter a new world. This represents a shift from a secure emotional environment to a new life not experienced in their family environment. In this new world, children must be able to navigate themselves among their peers, teachers, and the adults around them (Huber et al., 2019b; Pattison et al., 2022).

Emotional intelligence can be managed by optimizing elements within a person, such as self-awareness, self-regulation, impulses, motivation, and empathy. Therefore, the integration of the elements of emotional intelligence fosters positive attitudes and behaviors within themselves and in social interactions, due to strong emotional sensitivity. Classroom learning can be a solution to optimize the development of emotional intelligence in early childhood. This is consistent with the opinion of Khadijah and Nurul (2021), who stated that several factors influencing a child's social and emotional development include family, maturity, socioeconomic status, education, and mental or emotional capacity and intelligence. Furthermore, Cole et al. (Sukatini et al., 2019) also stated that several factors that can influence the social and emotional development of early childhood include parenting styles, relationships with siblings and peers, and the child's living conditions and environment (Duell & Steinberg, 2019; Lavy, 2020).

Based on observations by researchers at Ammatullah Kuranji Islamic Kindergarten in Padang, children's emotional intelligence still needs to be stimulated. This is evidenced by the fact that some children still lack emotional intelligence and experience learning difficulties stemming from within themselves (Chu & Chen, 2019). This lack of emotional intelligence is evident in children's lack of awareness of developing their skills. Children are often introverted in terms of creativity, for example, creative children who do not express it (are embarrassed to show their abilities), lack empathy, and are unable to collaborate with others. Children with low emotional intelligence impact their learning outcomes (Amalia & Maryatun, 2024).

Based on these issues, teachers should develop creative and innovative teaching methods to manage children's emotional intelligence and character. As an alternative to addressing this issue, appropriate activities are needed to ensure the development of children's emotional intelligence and character. One such activity is storytelling. Storytelling is a message that is easily understood by both children and adults (Hidayah & Khadijah, 2023; Oktaviana et al., 2021). Stories are a technique or way to advise people, providing examples or illustrations of the positive things the storyteller (storyteller) wants to convey to those being told the story (Mensmann & Frese, 2019; Rorije et al., 2023). This method is not only easy to understand but also highly favored by children because the stories feature engaging characters, especially when the story is told using props, which naturally increases children's interest (Herdiyana et al., 2023). By telling stories, messages or teachings about emotional morality and other values are exposed and easily grasped and understood by children (Saparwadi & Sahrandi, 2021; Sarnoto & Romli, 2019; Simatupang & Bui, 2025).

Therefore, in an effort to manage children's emotional intelligence, creative, innovative, and enjoyable storytelling methods can be used. This can help manage children's emotional intelligence, providing stimulation through storytelling with a

learning nuance. In this way, researchers hope that children will be able to achieve the indicators that can manage emotional intelligence, as it is crucial for their future (Nuryati & Darsinah, 2021).

METHOD

This study uses a quantitative descriptive method with a simple experimental approach. This method was chosen because the study aims to numerically describe the phenomena that occur in early childhood in managing emotional intelligence through the implementation of the storytelling method. Data analysis was carried out using a percentage technique, namely calculating the observation score using the formula, where P_i is the observation result, f is the number of scores achieved by the child, and n is the total number of scores. The subjects of the study were all children aged 5–6 years for the 2024/2025 Academic Year, totaling 30 children, consisting of 16 male students and 14 female students (Kumar et al., 2021). The study was conducted, for three months, from May 5 to August 5, 2025. The object of the research was the effort to manage children's emotional intelligence through the storytelling method with a classroom action research design consisting of four stages, namely planning, implementation, observation, and reflection (Engkizar et al., 2025). Data collection techniques were carried out through observation, interviews, and documentation (Rorije et al., 2023). Observations were carried out in two stages, namely a pre-test to determine the initial condition of the child and a post-test to see changes after the implementation of the storytelling method. Interviews were conducted with the principal and class teachers to obtain additional information, while documentation included learning outcome notes, lists of children's names, photos of activities, and other supporting documents. Data were analyzed quantitatively by calculating observation scores using a scale of 1–4, then percentageed to determine the level of success in managing children's emotional intelligence (Maitrianti, 2021; Marâ & Ismawati, 2022). This research is declared successful if at least 80% of children show an increase in emotional intelligence indicators, such as recognizing and feeling their own emotions, understanding the causes of emotions, recognizing the influence of emotions on actions, being able to control themselves, expressing happiness, paying attention to the teacher when telling stories, and participating in acting out stories (Lubis, 2019).

RESULT AND DISCUSSION

Initial Observation Results Before Taking Action / Pre-Test

Researchers conducted observations on children's emotional intelligence levels regarding storytelling activities as a first step before conducting classroom action research. The results obtained on initial abilities before the action will ultimately be compared with the results after the action through storytelling activities. The comparison aims to show an increase before and after carrying out the action. At this stage, the author observed the emotional intelligence of children in the 2024/2025 academic year. Pre-action observations were conducted in May 2025 with the theme of natural phenomena, sub-themes: day, night, floods, earthquakes, and landslides.

Table 1. Initial Observation Results Before the Action/Pre-Test was Given

No	Child Code	PRE TEST		
		Score	Average Value	Description
1	AAH	9	45%	MB
2	APE	6	30%	BB
3	AFA	5	25%	BB

4	ADM	5	25%	BB
5	ANA	9	45%	MB
6	ALR	6	30%	BB
7	ALA	5	25%	BB
8	AER	9	45%	MB
9	ANR	5	25%	BB
10	AUR	5	25%	BB
11	AMP	5	25%	BB
12	AZR	9	45%	MB
13	AAS	9	45%	MB
14	ARF	9	45%	MB
15	DAA	5	25%	BB
16	EPP	9	45%	MB
17	FAN	5	25%	BB
18	FAA	5	25%	BB
19	HAH	5	25%	BB
20	MUA	6	30%	BB
21	MZA	9	45%	MB
22	NPM	6	30%	BB
23	RAO	9	45%	MB
24	RAA	6	30%	BB
25	SKP	9	45%	MB
26	SFA	5	25%	BB
27	SNA	5	25%	BB
28	QFG	6	30%	BB
29	QOF	9	45%	MB
30	ZRD	9	45%	MB
Total Child Values		204		
Average		6,8		

Description:

Average Pre-Test score = $204 : 30 = 6.8$

Based on the table above, the learning process before the intervention was given, an average score of 6.8 or 34% of 30 children was obtained, and some children were categorized as not yet developing while others were starting to develop. This condition indicates that children's emotional intelligence is still low. This is caused by a lack of methods in the learning process, so children feel bored and do not follow the learning process. Children do not pay attention to the teacher, because they are more busy playing and chatting with friends or moving around. Most children cannot answer questions asked by the teacher, and children cannot retell the content of the story. This is because the teacher only uses picture storybooks so that children are less interested and tend to get bored. Also, the teacher's lack of mastery in storytelling, so the story becomes uninteresting for children. Therefore, in learning, activities are needed to attract children's interest in participating in learning so that children's emotional intelligence is increased. For more details, see the table below:

Table 2. Summary of Observation Results of Children's Emotional Intelligence in the Pre-Test

No	Average Score	F	%	Description
1	1-6	18	70%	Not Yet Developing
2	7-12	12	30%	Starting to Develop

3	13-18	0	0	Developing as Expected
4	19-20	0	0	Developing Very Well
Total		30	100 %	Description

Results and Implementation of Action Research Using the Storytelling Method/ Post Test

Table 3. Summary of Observation Results in the Post Test

No	Child's Name	POST TEST		
		Score	Value	Description
1	AAH	20	100%	BSB
2	APE	18	90%	BSH
3	AFA	18	90%	BSH
4	ADM	19	95%	BSH
5	ANA	18	90%	BSB
6	ALR	14	70%	BSH
7	ALA	17	85%	BSH
8	AER	18	90%	BSB
9	ANR	17	85%	BSH
10	AUR	17	85%	BSH
11	AMP	16	80%	BSH
12	AZR	18	90%	BSB
13	AAS	17	85%	BSB
14	ARF	18	90%	BSB
15	DAA	16	80%	BSH
16	EPP	18	90%	BSB
17	FAN	17	85%	BSH
18	FAA	18	90%	BSH
19	HAH	17	85%	BSH
20	MUA	18	90%	BSH
21	MZA	17	85%	BSB
22	NPM	20	100%	BSB
23	RAO	18	90%	BSB
24	RAA	14	70%	BSH
25	SKP	18	90%	BSB
26	SFA	17	85%	BSB
27	SNA	14	70%	BSH
28	QFG	17	85%	BSB
29	QOF	19	90%	BSB
30	ZRD	18	90%	BSB
Number of children		521		
Average		17,3		

The table above shows that the average score for the post-test was 17.3, or 86.6%. This indicates an increase in children's emotional intelligence. For more details, see the following table:

Table 4 Summary of Post-Test Emotional Intelligence Improvement

Percentase	Number of Children	Percentase Number of Children	Description
81%-100%	15	50%	Developing Very Well
61%-80%	15	50%	Developing As Expected
41%-60%	0	0	Starting to Develop
0%-40%	0	0	Not Yet Developed
Total	30	100%	Description

From Table 4.5 above, it can be said that children's emotional intelligence is classified as very good. Of the 30 children, 15 children achieved the criteria for very good development (50%), 15 children achieved the criteria for developing as expected (50%), and none were in the categories of beginning to develop or not yet developed. Therefore, it can be concluded that children's emotional intelligence is in the very good development category, in this development category, in line with the targets of this study.

Table 5. Pre-Test and Post-Test Results

Research Stage	Percentage of Children's Emotional Intelligence	Description
Pre-Test	34%	Children still exhibit aggressive behavior, lack focus, become easily angered, and have difficulty cooperating.
Post-Test	86,7%	Children are able to recognize and express emotions appropriately, are more focused, have self-control, and demonstrate empathy.

The research results showed that the emotional intelligence of children at Ammatullah Kuranji Islamic Kindergarten in Padang was still low at the pre-test stage, reaching only 34%. This was evident in the children's behavior, which included irritability, lack of focus during learning, frequent interruptions to peers, and difficulty working together. This indicates that children's ability to recognize, understand, and manage emotions has not yet developed optimally.

After the implementation of the storytelling method, post-test results showed a significant improvement, reaching 86.7%. Children began to recognize and express emotions appropriately, focused more on listening to stories, gained self-control, and showed empathy towards their peers. Furthermore, children were more active in providing comments and acting out story characters, thus enhancing their social and emotional skills.

This improvement demonstrates the effectiveness of storytelling in fostering emotional intelligence in early childhood. Stories told by teachers with engaging expression, intonation, and media can stimulate children to understand their feelings, identify the causes of emotions, and learn self-control. These results align with Daniel Goleman's theory, which emphasizes that emotional intelligence can be developed through training in self-awareness, self-control, motivation, empathy, and social skills.

This improvement demonstrates the effectiveness of storytelling in developing emotional intelligence in early childhood. Stories delivered by teachers with engaging expression, intonation, and media can stimulate children to understand their feelings, identify the causes of emotions, and learn self-control. Furthermore, children's

involvement in providing commentary or acting out characters in the stories makes them more active and trained in expressing emotions positively.

The results of this study align with Daniel Goleman's theory, which emphasizes that emotional intelligence can be developed through training in self-awareness, self-control, motivation, empathy, and social skills. Storytelling is a fun and educational learning strategy, as children not only hear but also experience and practice the emotional values contained within the story.

CONSLUSSION

At the time of pre-action of 30 children, there were criteria MB (Starting to Develop) 12 children (70%), and category Not Yet Developing as many as 18 children (30%) with an average value of 34%. The increase in emotional intelligence of children in the post-test there were children who obtained the criteria Developing According to Expectations as many as 15 children (50%) and Developing Very Well as many as 15 children (50%) with an average value of 86.7%. So from the pre-test to the post-test there was an increase of 52.7%. The media used by teachers to tell stories to students were story books and puppets. The implementation of the storytelling method in managing the emotional intelligence of students went smoothly, each child paid attention to what the teacher explained in front of the class about Natural Phenomena. The teacher told about the introduction of various natural phenomena such as rain, rainbows, day and night, as well as natural disasters such as floods and earthquakes. The goal is for children to understand that nature has certain cycles and events, and some of these can have an impact on life.

REFERENCES

- Alfadhilah, J. (2025). Filsafat Pendidikan Anak Usia Dini Menurut Jean Piaget. *Alzam: Journal of Islamic Early Childhood Education*, 5(1), 94–111. <https://doi.org/10.51675/alzam.v5i1.1092>
- Amalia, N. F., & Maryatun, I. B. (2024). Parent Involvement in School Programs: How Parents are Actively Involved in Islamic Kindergarten. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 9(4), 673–687. <https://doi.org/10.14421/jga.2024.94-08>
- Ardiati, L. (2021). *Perbandingan Teori Perkembangan Kognitif Anak Usia Dini Jean Piaget Dan Lev Vygotsky Serta Relevansinya Terhadap Pendidikan Islam*. IAIN BENGKULU.
- Artawijaya, A. A. N. B., & Saptiari, N. M. (2023). Hubungan perkembangan kognitif peserta didik dengan proses belajar. *Metta: Jurnal Ilmu Multidisiplin*, 3(4), 504–515. <https://doi.org/10.37329/metta.v3i4.3401>
- Chu, S., & Chen, H. (2019). Impact of consumers' corporate social responsibility-related activities in social media on brand attitude, electronic word-of-mouth intention, and purchase intention: A study of Chinese consumer behavior. *Journal of Consumer Behaviour*, 18(6), 453–462. <https://doi.org/10.1002/cb.1784>
- Chung, S. R., Cichocki, M. N., & Chung, K. C. (2023). Building emotional intelligence. *Plastic and Reconstructive Surgery*, 151(1), 1–5. <https://doi.org/10.1097/PRS.00000000000009756>
- Duell, N., & Steinberg, L. (2019). Positive risk taking in adolescence. *Child Development Perspectives*, 13(1), 48–52. <https://doi.org/10.1111/cdep.12310>
- Engkizar, E., Jaafar, A., Hamzah, M. I., Langputeh, S., Rahman, I., & Febriani, A. (2025). Analysis Problems of Quranic Education Teachers in Indonesia: A Systematic Literature Review. *International Journal of Islamic Studies Higher Education*, 4(2), 92–108. <https://doi.org/10.24036/insight.v4i2.232>

- Febriani, A., Oktavia, R., Utami, R. D., & Satrial, A. (2025). The Role Of The School Environment In Early Childhood Language Development. *Journal of Islamic Early Childhood Education*, 3(1), 138–146.
- Hidayah, F., & Khadijah, K. (2023). Optimalisasi Perkembangan Sosial Emosional Anak Usia Dini Dalam Belajar Kelompok. *INNOVATIVE: Journal Of Social Science Research*, 3(5), 7942–7956.
- Huber, L., Plötner, M., & Schmitz, J. (2019a). Behavioral observation of prosocial behavior and social initiative is related to preschoolers' psychopathological symptoms. *PLoS One*, 14(11), e0225274. <https://doi.org/10.1371/journal.pone.0225274>
- Huber, L., Plötner, M., & Schmitz, J. (2019b). Social competence and psychopathology in early childhood: A systematic review. *European Child & Adolescent Psychiatry*, 28(4), 443–459. <https://doi.org/10.1007/s00787-018-1152-x>
- Khairani, K., & Maemonah, M. (2021). The nature of psychosocial development in early childhood according to erik erikson's view. *Jurnal Kajian Gender Dan Anak*, 5(2), 151–161. <https://doi.org/10.24952/gender.v5i2.4555>
- Kumar, A., Prakash, G., & Kumar, G. (2021). Does environmentally responsible purchase intention matter for consumers? A predictive sustainable model developed through an empirical study. *Journal of Retailing and Consumer Services*, 58, 102270. <https://doi.org/10.1016/j.jretconser.2020.102270>
- Lavy, S. (2020). A review of character strengths interventions in twenty-first-century schools: Their importance and how they can be fostered. *Applied Research in Quality of Life*, 15(2), 573–596. <https://doi.org/10.1007/s11482-018-9700-6>
- Lubis, M. Y. (2019). Mengembangkan sosial emosional anak usia dini melalui bermain. *Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 47–58. [https://doi.org/10.25299/ge.2019.vol2\(1\).3301](https://doi.org/10.25299/ge.2019.vol2(1).3301)
- Maitrianti, C. (2021). Hubungan antara kecerdasan intrapersonal dengan kecerdasan emosional. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 11(2), 291–305. <https://doi.org/10.22373/jm.v11i2.8709>
- Marâ, D., & Ismawati, P. (2022). Pengaruh Penerapan Physical Distancing terhadap Perkembangan Sosial Emosional Anak Usia Dini di Desa Ngembek Kecamatan Dlanggu Kabupaten Mojokerto. *SELING: Jurnal Program Studi PGRI*, 8(1), 94–101. <https://doi.org/10.29062/seling.v8i1.1119>
- Mariana, E. (2018). *Konsep Multiple Intelligences Howard Gardner Dalam Pendidikan Anak Usia Dini*. Iain Bengkulu. <http://repository.iainbengkulu.ac.id/id/eprint/2848>
- Mensmann, M., & Frese, M. (2019). Who stays proactive after entrepreneurship training? Need for cognition, personal initiative maintenance, and well-being. *Journal of Organizational Behavior*, 40(1), 20–37.
- Mifroh, N. (2020). Teori perkembangan kognitif Jean Piaget dan implementasinya dalam pembelajaran di SD/MI. *JPT: Jurnal Pendidikan Tematik*, 1(3), 253–263. <https://doi.org/10.62159/jpt.v1i1.144>
- Mutmainnah, M. (2025). Aplikasi Teori Psikososial Erik Erikson dalam Pembelajaran di PAUD. *Early Childhood Journal*, 6(1), 10–21. <https://doi.org/10.30872/ecj.v6i1.4911>
- Nainggolan, A. M., & Daeli, A. (2021). Analisis teori perkembangan kognitif Jean Piaget dan implikasinya bagi pembelajaran. *Journal of Psychology Humanlight*, 2(1), 31–47. <https://doi.org/10.51667/jph.v2i1.554>
- Nuryati, N., & Darsinah, D. (2021). Implementasi teori perkembangan kognitif Jean Piaget dalam pembelajaran matematika di sekolah dasar. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 153–162.
- Oktaviana, N. E., Elan, E., & Mulyana, E. H. (2021). Dasar kebutuhan pengembangan

- buku panduan bermain peran untuk mengoptimalkan perkembangan sosial emosional anak usia dini. *Jurnal PAUD Agapedia*, 5(1), 50–61. <https://doi.org/10.17509/jpa.v5i1.39687> Refbacks
- Palmer, S. B., Fleming, K. K., Summers, J. A., Erwin, E. J., Maude, S. P., Brotherson, M. J., Stroup-Rentier, V., Haines, S. J., Zheng, Y. Z., & Peck, N. F. (2019). Foundations for self-determination in early childhood: Preliminary preschool study. *Advances in Neurodevelopmental Disorders*, 3(2), 188–196. <https://doi.org/10.1007/s41252-019-00106-0>
- Pattison, S., Ramos Montañez, S., & Svarovsky, G. (2022). Family values, parent roles, and life challenges: Parent reflections on the factors shaping long-term interest development for young children and their families participating in an early childhood engineering program. *Science Education*, 106(6), 1568–1604. <https://doi.org/10.1002/sce.21763>
- Qiptiyah, T. M. (2024). Teori Perkembangan Kognitif Anak (Vygotsky). *Childhood Education: Jurnal Pendidikan Anak Usia Dini*, 5(1), 204–220. <https://doi.org/10.53515/cej.v5i1.5894>
- Razali, G., Pohan, H. D., & Putri, S. T. (2024). Psikologi Komunikasi dan Perkembangan Manusia. *Geo Design Eduka Publisher*, 250.
- Rorije, M., Damen, S., Janssen, M. J., & Minnaert, A. (2023). Applying Erikson's theory of psychosocial development to understand autonomy development in children and youths with deafblindness: a systematic literature review. *Frontiers in Education*, 8, 1228905. <https://doi.org/10.3389/educ.2023.1228905>
- Safarli, E. (2021). The importance of emotional intelligence in interpersonal relationships: A study on pilots in the context of Daniel Goleman's emotional intelligence model. *International Journal of Business and Economic Studies*, 3(Human Resources Management Special Issue), 76–90. <https://doi.org/10.54821/uiecd.931546>
- Saparwadi, S., & Sahrandi, A. (2021). Mengenal konsep daniel goleman dan pemikirannya dalam kecerdasan emosi. *Al-Musyrif: Jurnal Bimbingan Dan Konseling Islam*, 4(1), 17–36. <https://doi.org/10.38073/almusyrif.v4i1.480>
- Sarnoto, A. Z., & Romli, S. (2019). Pengaruh kecerdasan emosional (EQ) dan lingkungan belajar terhadap motivasi belajar siswa SMA Negeri 3 Tangerang Selatan. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 1(1).
- Satrial, A., Adriyani, S., Rahmi, A., Indria, A., & Utami, R. D. (2024). Paper Folding Art Activities in Early Childhood Learning. *Journal of Islamic Early Childhood Education*, 2(1), 57–68.
- Simatupang, J. K. N., & Bui, T. C. (2025). Motivasi dan Emosional Berperan Penting dalam Pembelajaran Pendidikan bagi Peserta Didik. *Jurnal Teologi Wesley*, 2(1).
- Syafawani, U. R., & Safari, Y. (2024). Teori perkembangan belajar psikologis kognitif Jean Piaget: Implementasi dalam pembelajaran matematika di bangku sekolah dasar. *Karimah Tauhid*, 3(2), 1488–1502. <https://doi.org/10.30997/karimahtauhid.v3i2.11810>
- Syarifah, S. (2019). Konsep kecerdasan majemuk howard gardner. *Jurnal Sustainable*, 2(2), 176–197. <https://doi.org/10.32923/kjmp.v2i2.987>
- Utami, W. S., Zubaidah, Z., & Utami, R. D. (2023). Parents' Effort to Avoid Bullying among early Age Children. *Journal of Islamic Early Childhood Education*, 1(2), 19–26.

Copyright holder :

© Sabrina, R., Rambe, K, F., Rahmi, A., Zeky, S.

First publication right:

Journal of Iskamic Early Childhood Education

This article is licensed under:

CC-BY-SA

Journal of Islamic Early Childhood Education

Vol. 3, No. 2, hal. 53-63, 2025