

THE INFLUENCE OF PLAYGROUNDS ON EARLY CHILDHOOD SOCIAL SKILLS

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Article history: received 09 May 2023; revised 18 June 2023; accepted 08 July 2023

DOI: <https://doi.org/10.33751/jhss.v7i2.8638>

Abstract. Social skills are skills that help children to develop their knowledge of themselves, to recognize the diverse behavior of others and the circumstances around them. However, many parents ignore this and focus on the other child's abilities. The aim of this study is to find out whether the children's playground or playground in the Malang town square already meets the criteria for being eligible or child-friendly, to know the opinions of parents about the playground available in Malang Town square on the social abilities of the child, and the influence of the presence of a child's playing park on the child's social capacities. The study used a quantitative approach with the survey method for visitors who came to the children's playground in Malang town square with a total of 90 respondents parents or accompanying children aged 4 – 5 years and 5 – 6 years. The data collection technique in this study uses a closed questionnaire. For the testing of the hypothesis, the study used the One Sample T-Test and a simple linear regression test using SPSS software. The findings obtained show that there is an influence of children's playgrounds in the Malang Town Square on the social abilities of children.

Keywords: playground; social skills; early childhood

I. INTRODUCTION

Early childhood is a discussion that often becomes a topic of discussion, because early childhood should be properly stimulated so that a group or even a nation can become better. One proof that a child is a very important thing to review is that there is a program that should be friendly with the child. This proves that the government is also involved in promoting the well-being of children. Not only does the school have to be child-friendly, but the preaching of the City of Children or the usual abbreviation of KLA is a conversation that never ends. One of the cities that has been awarded as a child-worthy city is the poor city. Pemkot Malang consistently makes the best policy for children, allowing the KLA policy to meet children's rights such as health, safety, nursing, non-discriminatory education and a cultural environment, the understanding of which was cited by Prihantini and Kurniawati in a previous article written by Riggio [1]. One of its efforts is to provide open, green public spaces that are friendly to children. Public open spaces can be considered effective if the city community takes advantage of them and gains satisfaction after being active in the city park [2]. The city park in which there is a children's playground which has become a thing that must be because the city park is a free tourist spot that is easy to visit by all groups. The garden is also a child's need to create a good generation, because one of the children's needs is an open space that can help children develop various aspects of their development, and provide a sense of safety and comfort when the child is there. In the article [1] cited Lynch's research suggests that children's playgrounds will have a positive impact on children

in adulthood, as their collective memories will be recorded until adulthood. However, this memory can be a boomerang to its development if what is recorded by a child's memory is not a good thing.

Playing environments such as a playground or playground have a lot of fans. A child-friendly playground in the open space plays a role in stimulating and developing motor sensory development, social development, creativity, self-awareness and learning for children in line with statements made in Anhusadar and Islamic research [3]. The social development of the child can not be ignored, so with the child doing activities outside the space and they meet with their peers so that it causes a variety of interactions naturally can help him in training a socialized life. The statement is supported by Goleman's statement quoted by Duha and Widiastuti that the key to social skills is both badly expressing feelings so that emotional abilities can have a big impact on a child's social development [4]. Children who can control themselves, show empathy and compassion are usually better able to socialize with the people around them. Some previous studies that discussed playgrounds, city parks or open public spaces that are child-friendly mainly discussed urban planning, aesthetics, concepts, revitalization, characteristics and other park functions. This raises a question why no one has discussed the playground for the child's developmental aspects. Therefore, the researchers wanted to study the responses of parents about children's playgrounds in the squares of the town of Malang to the social abilities of children. The study is titled "The impact of children's playgrounds on poor town squares on children's social

abilities.”

The thing happened in the playground of children in the square of the City of Malang, many parents who are constantly talking with other visitors and pay less attention to how their children play. This sparked the researchers’ desire to know the parents’ opinions about their child’s social abilities and the influence of a children’s playground on their child’s social skills. So this study will focus on the opinions of parents about the influence of children’s playgrounds available in the squares of Malang on the social abilities of children.

The concept of open space and public space design is now all based on the concept of integrated, child-friendly public space. The concept has the aim of ensuring that this public space can be by all, including children. According to Article 22 of PPPA No. 12 of 2022, it is necessary to provide services for the fulfillment of children’s rights and provide special protection for children [5]. Children’s rights include health issues, basic needs and well-being, as well as education and leisure time with cultural activities. [6]. By paying attention to the group, it will be easier to classify them based on existing problems, and it will make it easier to evaluate them. Integrate government commitments and resources in the fulfillment of the rights of the child by creating comprehensive and continuous planning on policies, programs, and activities that can ensure the fulfilment of children’s rights. By optimizing and enhancing the function of the integrated park to be child-friendly, this concept also contributes to the improvement of the quality of a city’s qualification to be a child-worthy city [6], [7]. Implementation of the criteria of public open spaces in particular the park with the concept of integrated public spaces friendly to children quoted from the research Divine and Sari [6], which is the existence of various types of play areas for different ages. In an active play area, children can play together and have fun, while in a passive play area such as a reading garden, kids can relax and read. And on the creative play area the child can make a variety of things and have fun. Finally, in nature children can explore and learn about nature.

These open spaces can be city parks and environmental parks. A city park is an open area that is usually located in the city center, has a social and aesthetic function, and can be used for various activities such as recreation, education, or other activities at the city level, this understanding is emphasized and explained in the Regulation of the Minister of Public Works No. 5 of 2008 [8]. Whereas, the environment park in the article written by Ayu and Suzanna is an open land that has a social and aesthetic function can be used as a means of creative, educational or other activities at the environmental level, such as the environment RT, RW, Kelurahan, district or region [6]. However, a park can be said to be child-friendly when it meets the criteria already set. So it can be concluded that either the city park or the environment must meet the criteria already established to be said to be child-friendly. To support this, there are criteria and standards of city parks that meet the standards of child-friendly [8]:

In writing scientific articles, discuss the theories and research findings that are related or supporting. These theories and findings can come from scientific books, national journals, or international magazines.

Table 1. Criteria for Factors and Indicators for Child Friendly Parks

No.	Factor	Indicator
1	Safety	<ul style="list-style-type: none"> - The layout of the playground is based on the zoning of active - passive play activities, age groups and types of games - The material used is safe for children's play
2	Security	<ul style="list-style-type: none"> - The area is >10 meters from the road - There is a security post - The garden layout makes it easy to supervise children - There is a guardrail - There are garden lights
3	Comfort	<ul style="list-style-type: none"> - Seating is available in the waiting area - Facilities are available to take shelter during rain and other natural disasters
4	Healty	<ul style="list-style-type: none"> - There are sufficient trash cans - The playground is far from air pollution, smells and sounds - There are hand washing facilities
5	Beauty	<ul style="list-style-type: none"> - Games are able to explore children's imagination - Visually appealing, encourages people to come
6	Completeness and Accessibility	<ul style="list-style-type: none"> - There are various playing facilities - There are facilities for sports - Easy to reach location - Park location is not closed and safe - There are public facilities around the park such as bus stops
7	Vegetatio	<ul style="list-style-type: none"> - There is safe and comfortable vegetation

In addition to these criteria, of course the city park should be equipped with means and facilities that can support the activities and needs of visitors. The statement was reinforced by Carr’s statements and quoted by Rachmawati, Goddess and Sari in his research [6], [9], [10] is an activity that is meant to be something that people do to have fun and can lead to other types of social activities. A comfortable playground for children should consider a variety of play needs according to the child’s age group. The usual facilities in the children’s playground are sliding/blowing, jungkat-jungkit, swinging, balance balconies, ball pools and others. However, this research will focus on the facilities that are on the Plains of the Poor City. Here are the children’s play facilities that are in the town square with benefits to the social development of children:

1. *Seluncuran/perosotan*

Almost every playground is a facility that is always available. How to use the slide is very easy, the child climbs the stairs and then sits on the slider and then slides from top to bottom. Quoting Muyasaroh’s statements on his research, the benefits of play tools for the social development of the child is to teach the child patience to wait for the turn, and the habit of playing with other friends [11]. In addition, the child can also

train his courage, such as when at the peak of depression, or the courage to gather together with other new friends. Unconsciously, these things help children develop their social skills positively. [12].

2. *Jungkat-jungkit*

This game in the playground is played by two children, because they cannot play it on their own. In the study Ririn and Hijriyani mentioned the benefits of playing jungkat-jungkit to help develop the kinesthetics, concentration, balance and agility of the child [13]. Junk-kits also help add to children's knowledge and skills by training them to become more brave and confident [14].

3. *Ayunan*

Playing swings will make the child feel pleasure as his body swings slowly or quickly. Thus, the swing of the child can be arranged or coordinated by the child himself. Racy Trautner, an early childhood development expert at Michigan State University, says swinging allows children to develop coordinated movements [15]. In addition, children can train their social skills by socializing and collaborating. This is in line with what Tal-Chen Rabinowitch of the Institute for Learning & Brain Science (I-LABS) University of Washington says [16]. According to Professor Andrew Meltzoff, who also works in the I-LABS research team, the ability to collaborate comes from social and cognitive functions. By working together, children can quickly solve problems they face with their friends.

From the aforementioned facilities, it can not definitely be said as an ideal playground. The garden is a facility and a place for children, while playing is a necessity for children. Playing according to Smith and Pellegrini in his research [17] is an activity that is carried out for self-interest, enjoyable, not integrated, has a final outcome, flexible, active and positive. Playing according to the child is an activity that must be done because it makes the mood happy and not tired because it is always excited. So it can be concluded that playing according to the child is an obligatory activity because it makes the mood happy and always enthusiastic, so it is possible to conclude that playing is a mandatory activity that is pleasant for the child. If viewed generally, playing has at least the benefit of training his motor and physical skills. The main function of play according to Anhusadar and Islam in its research is to stimulate the development of motor, social, creative, and cognitive skills, as well as self-awareness [3]. The function of play is to help children develop important skills, such as self-awareness, emotional stability, social skills, communication skills, and cognitive abilities, which the statement comes from the statements of Carron and Allen [18] [19][20]. In addition to the function of play, there are also functions of play tools that need to be known. Toys are games that help children learn about their environment, their emotional intelligence, values, ethics, morality, politeness, and other skills. It also helps to implant gamma values in children who are at different stages of development.

Social development refers to a person's ability to behave in a socially acceptable way, as well as their

understanding of social norms, this statement was put forward by Hurlock. According to the statements of Sarwono and Meinarno quoted by Neni Dkk in his article, social ability is the ability to initiate or maintain positive relationships in social interaction through the learning process, which aims to gain reward or reinforcement in interpersonal relationships [21]. So these social skills help children learn about themselves, recognize the behavior of others, and understand the circumstances around them.

According to Catron and Allen, children can explore new things, manipulate objects and tools, interact with other children, and start building their knowledge of the world [22]. Catron and Allen also put forward things that support the development of social abilities of children when playing as follows:

- a) Social interaction (with peers, adults, siblings, and problem/conflict resolution)
- b) Working together (saling membantu, berbagi, dan pola bergiliran)
- c) Sympathy and empathy for others. (memahami dan menerima perbedaan)
- d) Reduce and heal trauma or fear of something by playing (karena dapat mengekspresikan rasa takut dalam kegiatan bermain)
- e) Children learn to control their emotions.

Most of a child's social abilities stem from human interactions that are heavily influenced by the cultural context in which they live. According to Shweder, cultural context is closely related to thoughts, feelings, behaviors, and how a person shapes his reality through his own culture [23]. The importance of social skills in relationships is also seen in how a child's social behavior affects his or her ability to establish positive relationships in the future. Children who have socialization difficulties will experience more problems in their lives, such as difficulty building relationships and difficulty following school activities. Emotionally intelligent people are better at establishing social relationships, resolving emotional problems quickly and easily, strong in verbal and social intelligence, and less engaged in behavioral problems, the statement is consistent with Mayer and Salovey in their research that was later cited back in the Goddess study [24], [25]. Children will continue to learn how to regulate their emotions and social interactions, as this is closely related to the development of their self-confidence, confidence, and empathy. Waltz also says that early childhood or preschool social and emotional development is influenced by biological factors (temperament, genetic influence), relationships (quality of attachment), and the environment. (prenatal, komunitas keluarga, kualitas pengasuhan anak).

The environment in which children play is important for their emotional development. Playing with friends can help children regulate their emotions and improve their relationships with the people around them. Children who are often emotional and susceptible to negative feelings are more likely to be rejected by peers, while children whose emotions are more stable are more able to control their emotions. According to research, Sukatin [26] find that some characteristics in a child occur quickly and end suddenly.

They are usually harder and have a higher volume than adults. This characteristic is temporary and is more common in children than in adults. As a reference form for the indicators of early childhood abilities, the government, in particular the ministers of education and culture, formulated and established the standards that the child should be able to for its development. The standard level of achievement of child development is abbreviated to STPPA carried out in the Permendikbud No. 137 of 2014 on national standards of early childhood education. STPPA is commonly referred to by formal schools that are covered by the Kemendikbud [27]. However, it is not uncommon for researchers to make it an indicator because it is considered valid as it is used nationally. Casel is an indicator of a child's emotional social abilities.

II. RESEARCH METHODS

The approach used in this study is quantitative with the survey method to visitors who come to the children's playground in Malang town square with a total of 90 respondents parents or accompanying children aged 4 – 5 years and 5 – 6 years. The data collection technique in this study used a closed questionnaire with 12 statements using a likert scale with four answers, i.e. "SS" fully agree, "S" agreed, "KS" disagreed, and "TS" disagreed. For the testing of the hypothesis, the study used the One Sample T-Test and a simple linear regression test using SPSS software.

III. RESULTS AND DISCUSSION

Based on the completion of a survey questionnaire of 4 to 5 years of age on social behavior of children with a maximum score of 48. On the data obtained the lowest value of the sample data is 37 with 4 respondents and the highest value is 46 only 1 respondent, with the average value of data is 40,95. The survey covered three aspects of the child's social abilities: self-awareness, self-responsibility and responsibility for others, and pro-social behavior, each of which has four statements. The results of the survey showed that more than half of the parents on the number one statement responded strongly agreed that the child was already able to show an independent attitude to choose the activities he did. This suggests that the statements of Lubis and Hasan about the recreational function of this child's playground help provide activities or games for him are already appropriate [28]. In the statement number two, one-third of respondents said they disagree if their child imitates what their friend does, even if they imitate only 1x. The opinions of the parents indicated that they thought the child had already begun to play cooperatively, so almost never mimicked his friend. Continuing with the explanation of the research statement by the Goddess, Dkk. stating that children will continue to learn how to regulate their emotions and social interactions, because this is closely related to the development of their self-confidence, confidence, and empathy [24], [25]. When a child is already playing with the cooperative, the child will show confidence and perseverance when playing. This is

demonstrated by the opinions of the parents of 36 respondents fully agree with the third statement on the subject. Continuing with the statement number four, the parents also argue that the child can already be said to be able to take care of himself in the environment that he already knows, as when wanting to urinate the child will tell the parents first and immediately rush to the toilet that is in the children's playground. Toilets are one of the facilities that can support an activity.

Furthermore, 33 parents argued on the statement number five that the child when playing in the playground already understands the rules and applies them well when playing. One of the rules that exists but is not written is patience to wait for the turn. The results of the survey showed one-fifth of the sample argued that there are still children who are sometimes reluctant to wait. When the child plays together, the child shows a tolerant attitude when playing, the statement was agreed by almost all respondents. However, often in play the child will face a problem whether fighting, quarrelling or accidentally clinging to his friend. To deal with this, parents argue that the child often conveys and asks for the help of the right solutions for him. In this way, parents can teach how to behave well so that they are socially acceptable and give an understanding of social norms. As Waltz said, the social and emotional development of a child is influenced by biological factors, relationships and the environment [25]. At the age of 4-5 years, the level of enthusiasm of the child when playing involves competition, parents argue that the competition carried out by the child is less capable of competing positively/supportively. Nevertheless, 95% of parents argue that their children are able to show empathy and sympathy with their friends when their friends are in trouble. The child is also willing to play in groups, and dare to start a new friendship even with shame. The presence of such interactions can help children reduce their self-centered feelings and slowly develop their social abilities. According to Hurlock's social behavior, children between the ages of 2 and 6 have behaviors of imitation, competition, sympathy, empathy, social support, and sharing [25]. Santrock stated that the social participation of children in a group will help children learn to negotiate, solve problems, interact, be patient, willing to enter, ready to collaborate and share [26].

Just like at the age of 4 – 5 years, the survey survey results on social abilities with a maximum score of 48. On this data obtained the lowest value of sample data is 37 and the highest value is 46, with the average value of data is 41,42. The survey covered three aspects of the child's social abilities: self-awareness, self-responsibility and responsibility for others, and pro-social behavior, each of which has four statements. In the aspect of self-awareness, the entire sample argued that the child has already shown that he is able to adapt to the situation he faces. But the child still needs the help of the parents to help control his feelings, because sometimes the child is still difficult if confronted with things that scare him, so the parents think so. Nevertheless, parents argue that the child will say whatever difficulties or things he feels, so that the parent can provide input and engage in good two-way communication between the parent and the child.

At the age of 5 to 6 children tend to play together by making the rules they will apply in a game they have agreed on. Most parents believe that their child follows the rules they make when playing by watching and paying attention to the child when playing. Of the 36 respondents, the parents stated that their child is responsible for his actions, because the child is able to know the problems he or she is facing and can find solutions. Just like when facing a problem that requires apologizing, the child will apologize to his friend, although sometimes it has to be ruled first by the parents. When playing it can help the child develop the ability to organize and solve problems. Social skills also help children learn about themselves, recognize the behavior of others, and understand the circumstances around them. 95% of parents agreed to the 10th statement that children are able to build and maintain relationships with their friends regardless of race, religion or culture. However, in order to be well accepted in the social environment, parents must give the child an understanding of the existing social norms. Children will also continue to learn to regulate their emotions and social interactions, as this is related to the development of their self-confidence, confidence and empathy.

IV. CONCLUSION

The study measured the social abilities of 4-6-year-olds based on CASEL and STPPA formulated in three indicators: self-awareness, responsibility, and pro-social behavior. The results of the survey showed that children's social abilities reached 57%, so they can be categorized well. The influence of a playground on early childhood social abilities was tested using two hypothesis tests: a t-one sample t-test and a simple linear regression test using IBM SPSS software version 23. The t-one sample t-test obtained a t-calculation value of 5,133 which is greater than the t-table of 1,662. The result shows that H₀ is rejected and H₁ is accepted. In the simple linear regression test, the sig. value of each variable item x is $0,000 < 0,05$, so that it can be concluded that H₀ is rejected and H₁ is accepted. Thus it can be stated that the presence of a playground in the squares of the town of Malang has a significant influence on the social abilities of early childhood.

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