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The Influence of the Educational Environment on the Social-Emotional Development of Children in PAUD Tunas Ceria Pajar Bulan City

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Abstrak

Pendidikan Anak Usia Dini atau PAUD adalah suatu usaha pengasuhan dan pembinaan khusus anak sejak lahir sampai berusia 6 tahun, yang bertujuan merangsang anak-anak untuk membantu perkembangan sang anak. Sosial Emosional merupakan salah satu dari sekian banyak aspek perkembangan dasar anak-anak usia dini dikarenakan mereka sudah mulai berinteraksi dengan lingkungan luar keluarga. Penelitian ini menggunakan metode pendekatan kuantitatif yaitu metode yang mendapatkan data dari pengukuran variabel tertentu agar dapat mengetahui pengaruh antara pola komunikasi orang tua terhadap perkembangan bahasa anak usia dini. Berdasarkan hasil penelitian, perkembangan sosial emosional anak adalah proses belajar dalam menyesuaikan diri untuk memahami keadaan dan juga perasaan saat berinteraksi dengan orang di sekitar lingkungannya yang didapat dengan cara mengamati, mendengar, dan mempraktikkan hal-hal yang dilihatnya. Berdasarkan teori sosial emosional, anak-anak dapat melakukan proses sosialisasi aktif maupun pasif. Dengan demikian bisa ditarik kesimpulan bahwa terdapat pengaruh lingkungan keluarga terhadap berkembangnya sosial emosional anak usia dini di PAUD Tunas Ceria Desa Talang Pagar Agung sebesar 38,3%.

Kata Kunci: *PAUD, Sosial Emosional, Anak Usia Dini, Lingkungan Sosial*

Abstract

Early Childhood Education or PAUD is a special parenting and coaching effort for children from birth to 6 years old, which aims to stimulate children to help their development of the child. Emotions are one of the many aspects of early childhood development because they have begun to interact with the outside environment of the family. This study uses a quantitative approach method, which is a method that obtains data from measuring certain variables in order to determine the influence of parental communication patterns on early childhood language development. Based on the results of research, children's social-emotional development is a learning process in adjusting to understand the situation and also feelings when interacting with people around their environment, which is obtained by observing, hearing, and practising the things they see. Based on social-emotional theory, children can carry out active or passive socialization processes. Thus, it can be concluded that there is an influence of the family environment on the social-emotional development of early childhood in PAUD Tunas Ceria, Talang Pagar Agung Village, by 38.3%.

Keywords: *PAUD, Social Emotional, Early Childhood, Social Environment*

INTRODUCTION

Early Childhood Education or PAUD means a stimulus and coaching effort that stimulates children's education from birth to 6 years old to help their growth and development (Alfiyanto, 2020; Rofi'ah et al., 2023; Ariyanti, 2016; Yenti & Maswal, 2021). If we want to understand social-emotional development, we can observe how the process of developing children from infancy to toddlerhood (Sinaga, 2018).

According to Permendikbud No.137 of 2014, 3 indicators of early childhood social-emotional ability are self-awareness, prosocial behaviour, and a sense of responsibility for oneself and others. In other words, the social-emotional development of early childhood in PAUD PKK Tunas Ceria is still not developing optimally because there are several problems, including children often afraid to appear in front of the class plus often crying when left by their parents and jealousy of their friends. Children's social-emotional development is the ability that children have within them to get along and have relationships with others, have manners, be disciplined every day, and display natural emotions (Zahroh & Na'imah, 2020).

From preliminary observations made on October 30, 2023, it can be concluded that out of 10% of children who have shown their developing social-emotional development, 40% still need more guidance to match the expected development. In addition, 50% of children still have undeveloped emotional and social development. Based on the observations that the researchers carried out, many ways have been done by teachers so that the social-emotional development of early childhood in PAUD PKK Tunas Ceria

develops as expected. Still, until the time the researchers made initial observations, it had not been achieved.

The family is an environment that is very close to children, and it has a great role and function in encouraging optimal child development. A positive parental attitude can have a positive and good effect on children's behaviour. Conversely, if the attitude of parents is indifferent towards children, then children will tend to be irresponsible and have bad behaviour (Muali & Fatmawati, 2022). The role of parents in the education and development of children is very necessary because children are the mandate that Allah Almighty entrusts to all parents on this earth, who will be held accountable in the Hereafter.

In addition, to get more information, researchers conducted interviews with several parents of children in PAUD PKK Tunas Ceria to obtain information that people in Talang Pagar Agung village worked in the garden for approximately 8 hours, resulting in a lack of time given by parents to their children, besides that parents also lack understanding of children's social-emotional development. Based on this background, the researcher is interested in carrying out the title of the study, namely "The Influence of the Educational Environment on the Social-Emotional Development of Children in PAUD Tunas Ceria".

RESEARCH METHOD

In this study, researchers aimed to find the influence of parents' communication patterns on early childhood language development. They used a quantitative approach, which is a method based on the results of measuring research variables that have been studied. In this study, researchers aimed to find the influence of parents' communication patterns on early childhood language development using interviews, documentation, conservation, and questionnaire techniques distributed to schools.

RESULT AND DISCUSSION

Result

Validity and Reliability Test

In a study on the influence of the educational environment on the social-emotional abilities of early childhood in PAUD Tunas Ceria, Talang Pagar Alam village, Pajar Bulan District, Lahat Regency, the author obtained data through questionnaires given to respondents, namely all parents of children in PAUD Tunas Ceria. In addition, the author also obtained data on the general description of PAUD Tunas Ceria through documentation.

As for variable X (Educational environment), researchers used questionnaire answers that had been distributed to all respondents, namely all parents of children in PAUD Tunas

Ceria, totalling 21 people. After conducting research, researchers obtained the results of field studies in the form of data on the educational environment and social-emotional abilities of children in PAUD Tunas Ceria for the 2023/2024 academic year. In the questionnaire, 20 questions have been tested for validity. As for variable Y (the social ability of early children), researchers used observation techniques to observe the social-emotional development of early childhood, totalling 21 children, guided by the child achievement level standard (STTPA) from Permendikbud No. 137 of 2014.

Before giving questionnaires to respondents to obtain research data, an instrument validity test was first carried out. Questionnaire variable X (Educational Environment), which amounted to 15 questions, was tested on the parents of children, in this case, male parents (fathers). The provisions regarding the score of each answer are as follows:

Table 1. Poll Score Guidelines

Preferred Options	Skor	
	Positive	Negative
Totally Agree	4	1
Agree	3	2
Disagree	2	3

Respondents are given a score for each question. If the question is affirmative, the answers that are marked as strongly agree (a), agree (b), disagree (c), and strongly disagree (d) earn 4, 3, 2, and 1 point, respectively. A score of 1 is given for "strongly agrees" (a), a score of 2 for "to the point," a score of 3 for "disagrees," and a score of 4 for "strongly disagrees" (d) when the question is negative.

Validity Test

A validity test is carried out per item to determine the validity or absence of each statement of the research instrument. The test uses the product moment formula, r_{tabel} , obtained from calculating $df=N-2$, $df=21-2$, $df=19$, so it takes r_{tabel} from the 19th respondent with the help of SPSS program version 22.0. The validity test is used to determine whether or not the questionnaire questions are valid or not. Invalid question items will be discarded and not used. At the same time, valid question items are used in the questionnaire instrument to obtain data from respondents. The validation test was carried out using the help of SPSS (Statistical Product and Service Solution) 22.0 for Windows. The results of the validity test can be seen in the table below:

Table 2. Educational Environment Instrument Validity Test Results

No	Question Item Variable X	Table r value	Corrected Item-Total Correlation	Information
1	Item 1	0.432	0,835	Valid
2	Item 2	0.432	0,432	Valid
3	Item 3	0.432	0,876	Valid
4	Item 4	0.432	0,721	Valid
5	Item 5	0.432	0,649	Valid
6	Item 6	0.432	0,536	Valid
7	Item 7	0.432	0,607	Valid
8	Item 8	0.432	0,586	Valid
9	Item 9	0.432	0,536	Valid
10	Item 10	0.432	0,675	Valid
11	Item 11	0.432	0,441	Valid
12	Item 12	0.432	0,622	Valid
13	Item 13	0.432	0,784	Valid
14	Item 14	0.432	0,602	Valid
15	Item 15	0.432	0,757	Valid

From the instrument validity test that has been carried out, it was obtained that 15 questions have been tested from educational environment variables that can be said to meet the validity requirements based on validity tests, in the sense that the overall questionnaire made by the researcher is said to be valid so that all research questionnaires used from educational environment variables are as many as 15 question items. The calculation of the validity test can be seen in the appendix.

Reliability Test

Furthermore, the questionnaire that has been declared valid will be tested for reliability. Reliability testing in this study used Alpha Cronbach. In calculating the reliability of both scales, researchers used the help of the SPSS (*Statistical Product and Service Solution*) 22.0 for the Windows program. Based on the calculation of the program, the alpha coefficient is found as follows.

Table 3. Reliability Test Results

No	Variable	Cronbach's Alpha	Limits of Reliability	Information
1	Educational Environment	.756	.600	Reliable

All of the research instruments have Cronbach's Alpha coefficients more than 0.60, according to the reliability test findings shown in Table 3. The equipment is dependable enough to be utilized for research purposes.

Test Analysis Prerequisites

After the instrument test is fulfilled, the prerequisite test, which consists of normality and homogeneity tests, is next.

1. Normality Test

Finding out whether the t-test model follows a normal distribution is what the normalcy test is all about. The distribution of a good T-test is normal or almost normal. This research used the Kolmogorov-Smirnov test, a statistical technique for testing normality, with the assistance of the Windows application SPSS (Statistical Product and Service Solution) 22.0. Researchers in this study assessed data obtained from two sources: the educational environment (X) and early childhood social-emotional capacity (Y). You may find the necessary data for the normalcy test in the attached file. When the p-value is more than 0.05, we say that the data is normal. This is the working hypothesis of the research normalcy test:

- H0 = Educational environment data on early childhood social-emotional abilities are normally distributed.
- H1 = Educational environment data on early childhood social-emotional abilities are not normally distributed

The criteria for making test decisions in the normality test are as follows:

- If the significance < 0.05 then H0 is rejected
- If the significance > 0.05 then H0 is accepted

The output of normality test results using IBM SPSS 22.0 is as follows:

Table 4. One-Sample Kolmogorov-Smirnov Test

		Educational_Envir onment	Children's_Soci al Emotional
N		21	21
Normal Parameters ^b	Mean	45.14	21.10
	Std. Deviation	3.582	3.740
Most Extreme Differences	Absolute	.168	.162
	Positive	.135	.129
	Negative	-.168	-.162
Test Statistic		.168	.162
Asymp. Sig. (2-tailed)		.123 ^c	.154 ^c
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

The SPSS results show that the educational environment (X) variable has a significant value of Asymp. The variable of children's social-emotional ability (y) is Asymp, and the Sig (2-tailed) is 0.123 greater than 0.05. Sig (2-tailed) is more than 0.05 by 0.154. It follows that the data follow a normal distribution, as shown by the decision-making criteria of the Kolmogorov-Smirnov normality test. Now that we know the regression model's assumption or need of normalcy is satisfied, we may employ parametric statistical tests.

2. Linearity Test

Both linear regression and correlation analysis rely on linearity checks as part of their categorization assumptions. To determine whether there is a linear connection between two variables, one may perform this linearity test. When the connection between the independent and dependent variables is linear, we say that the regression model is good. The linearity test aims to test whether the linear model taken is in accordance with its state or not. Linearity is defined as the relationship between variables, such as straight lines or forming linear line patterns. The linearity test in this study was assisted by IBM SPSS 22.0 applications. The linear relationship between the independent variable and the dependent variable can be both positive and negative. A positive relationship is also called a surrender relationship. When two variables are positively related, an increase in one causes a corresponding rise in the other. Negative or non-unidirectional interactions work in the opposite way. To test for research linearity, we propose the following hypothesis:

- H0 = Nonlinear patterned regression model.

- H1 = Linear-patterned regression model.

The basic criteria for the termination of the test in the linearity test is to compare the Significance value (Sig.) with a level of 5% or 0.05 in the following way:

- If the value of Sig. > 0.05, then there is a significantly linear relationship between variable X and variable Y.
- There is no significant link between variables X and Y if the significance value is less than 0.05.

The output data results from the linearity test obtained through calculations using the IBM SPSS 22 application are as follows:

Table 5. ANOVA Table

			Some of	df	Mean	F	Sig.
			Squares		Square		
Sosialemosional_An	Between	(Combined)	197.060	9	21.896	2.911	.049
ak *	Groups	Linearity	107.031	1	107.031	14.228	.003
Lingkungan_pendidi	Deviation from						
kan	Linearity		90.028	8	11.254	1.496	.262
Within Groups			82.750	11	7.523		
Total			279.810	20	20		

The SPSS results show that the sig. value of 0.262, which indicates a departure from linearity, is more than 0.05. Based on the decision-making criteria in the linearity test, it may be determined that variables X representing the educational environment and variables Y representing early childhood social-emotional competence have a substantial linear connection.

Uji Hypoplant

Simple Linear Regression

One independent variable (X) and one dependent variable (Y) form a linear connection in Simple Linear Regression Analysis. The goal of this study is to determine the strength of the correlation between the variables.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.383	.350	2.888

a. Predictors: (Constant), Sosialemosional_Anak

R stands for the coefficient and its value. A value of 0.618 indicates a correlation in the table provided. This number represents the medium-level correlation between the two study variables. The R Squared value, also known as the coefficient of determination (KD), is another metric that was calculated in the table above; it indicates the accuracy of the regression model that was created by the interaction of the dependent and independent variables. A KD value of 38.3% was achieved. It follows that X, the independent variable, contributes 38.3% to Y, the dependent variable.

Table 7. Test ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	98.143	1	98.143	11.770	.003 ^b
	Residual	158.429	19	8.338		
	Total	256.571	20			

a. Dependent Variable: Lingkungan_pendidikan
b. Predictors: (Constant), Sosialemosional_Anak

To find the degree of significance or linearity of regression, utilize the significance test table that is shown above. If the significance value (Sig) is less than 0.05, criteria may be established using this test. This means that Sig. is less than the significant criteria of 0.05, as seen in the table above, with a value of 0.03. As a result, either the research data-based regression equation model is significant or it satisfies the requirements.

Table 8. Koefisien regresi Sederhana

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	32.649	3.696		8.834	.000
	Sosialemosional_Anak	.592	.173	.618	3.431	.003

a. Dependent Variable: Lingkungan_pendidikan

A constant coefficient of 32,649 and an independent variable (X) coefficient of 0.592 were determined using the aforementioned simple regression calculation. After that, we have the regression equation: $Y = 29.409 + 0.592X$.

The constant value is determined to be 32.649 using the equation given above. The mathematical value of this constant indicates that a child's social-emotional capacity is 29,409 in an educational setting where there is no support for it. On top of that, the fact that the regression coefficient for the independent variable (educational environment) is positive (0.592) shows that the relationship between the two variables is unidirectional, meaning that a one-unit increase in educational environment causes a half-unit increase in children's social-emotional ability.

Table 9. Results of the Correlation of the educational environment to social-emotional correlations

		Educational_Environment	Children's_Social_emosional
Educational_Environment	Pearson Correlation	1	.618**
	Sig. (2-tailed)		.003
	N	21	21
Children's_Sosialemosional	Pearson Correlation	.618**	1
	Sig. (2-tailed)	.003	
	N	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

A correlation value of 0.618 was achieved by as many as 21 respondents, according to the investigation. A high correlation coefficient provides insight into the nature and extent of the link between the two variables. Using the interpretation of r values, the following are the computation results:

Table 10. Interpretation of r Value

0	No correlation
>0 – 0,25	Very weak correlation
>0,25 – 0,5	Correlation is sufficient
>0,5 – 0,75	Strong correlation
>0,75 – 0,99	Korelasi sangat kuat
1	Perfect correlation

With a correlation value of 0.618, the data above suggests that there is a substantial association between the variables of Educational Environment (X) and children's social-emotional abilities (Y).

T Test

After carrying out the overall regression coefficient test, the next step is to calculate the regression coefficient individually or the T-test. The T-test is used to determine whether or not the influence of each independent variable individually (partially) on the dependent variable affects the dependent variable.

Table 11. Test the Coefficients Hypothesis

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients Beta		
1	(Constant)	-8.062	8.524		
	Educational Environment	.646	.188	.618	3.431 .003

a. Dependent Variable: Sosialemosional_Anak

Hypothesis Formulation

Ho: There is no influence between the educational environment on the social-emotional skills of early childhood in PAUD Tunas Ceria

Ha: There is an influence between the educational environment and the social-emotional skills of early childhood in PAUD Tunas Ceria.

Criteria Setting

The magnitude of the table t value for a significant level of 5% db = 48 (db = N – 2 for N = 21) is 2.093

Calculated Results

The calculation results obtained using SPSS 22.0 for Windows are 3,431.

Decision-Making

Acceptance of Ha and rejection of Ho are contingent upon the fact that t_{hitung} is larger than t_{tabel} . We accept Ha and reject Ho based on the results of the comparison between the two sets of data: t_{hitung} (db = 19) = 3.431 and t_{tabel} (2.093), with a significance level of 5%. To rephrase, while testing both variables, accept the alternative hypothesis (Ha) and reject the null hypothesis (Ho).

Conclusion

So, it can be concluded that there is a significant influence between educational environment variables (X) and children's social-emotional abilities (Y). From the results of testing the hypothesis, it is proven that "There is a Significant Influence Between the variables of the educational environment on the social-emotional abilities of early childhood in PAUD Tunas Ceria."

Coefficient of Determinant R²

Measures the extent to which an independent variable influences a dependent variable; it is abbreviated as R square (R²). One way to look at the relationship between the model's predictive power and the dependent variable (the child's social and emotional development) is by looking at the coefficient of determination (R²).

Model Summary 1

Table 12. Coefficient of Determinant

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.383	.350	3.016

a. Predictors: (Constant), Educational_Environment

Finding the percentage value of the determinant coefficient r^2 to determine the impact of variable X on variable Y follows after the computation is known to be 0.618. After rounding, the answer is 38.19 percent (R²), which is equal to 0.3819 times 100% (or 0.6182 times 100%). The above computation yields the following conclusions: Factors pertaining to the educational environment (X) impact children's social-emotional skills (Y) by 38%, while other factors account for the remaining 62%.

Discussion

Based on the results of research that has been done, children's social-emotional development is a child's learning process in adjusting to understand the circumstances and feelings when interacting with people in their environment, which is obtained by hearing, observing, and imitating the things they see. Early childhood social-emotional development is a child's ability to manage and express emotions completely, both positive and negative emotions. Children are able to interact with their peers or adults around them, actively learning by exploring their environment. Education in the mother's environment can affect the child's social life, allowing them to grow and develop according to the level of achievement of moral, religious, social, and emotional development.

A child's character is shaped by the emotions they experience, and they learn to manage and adapt their emotions based on their surroundings. A person's emotional intelligence lies in their capacity to regulate their own and other people's emotional responses to stressful situations. When kids go to school, it's common for their social feelings to shift. Feelings like sobbing, scowling, and a general want to return home surface. Mothers need to play an appropriate role in their children's emotional, social, cognitive, and physical growth. This is due to the fact that, being the first rank in the educational world, they should have been bestowed with extraordinary powers at an early age. Learning how to connect with others in a way that is consistent with social norms is an important part of children's early socio-emotional development. When children learn to recognize and articulate their emotions, a skill that develops progressively via reinforcement, they are better able to regulate their emotional responses.

The process by which children learn to adapt their behavior to the norms of their society is known as social-emotional development. Kids these days are still figuring out how to fit in with everyone else's values, customs, and conventions. Because they haven't had the opportunity to learn about other people's thoughts and feelings, youngsters, according to Piaget's view, tend to be very narcissistic. Because they are still developing their social skills, children at this age are completely self-centered. There are three steps a person must take in order to reach social development and acquire the ability to interact with others. Because of the interconnected nature of the three processes, a decrease in socializing might result from a breakdown in any one of them. Here are the three steps: First, everyone knows what is considered socially acceptable behavior since every group has its own set of rules.

Second, learning plays a social role. Third, the development of social processes that are liking others and their activities. The social development of children can be carried out in two ways: first, the process of social learning and the formation of social loyalty. Therefore, it can be concluded that children's social processes can be developed by inviting them to interact directly with the surrounding environment. Thus, slowly, the ability to socialize in children will continue to develop, and in this process, the emotional development of children will also develop.

Based on social-emotional theory, children can carry out passive socialization processes as well as active socialization. Passive socialization theory explains that children will only respond to parents and ignore others. The theory of active socialization is socialization carried out by children by developing their social roles. Media that play an important role in developing the socialization process of children are parents, schools, religious institutions, social environment, and mass media. Emotions are feelings or

affections that arise when a person is in a state that is considered important. Emotions are represented by behaviours that express comfort and discomfort with the situation experienced. These emotions can be in the form of pleasure, fear, anger, etc. As for the characteristics of emotions in early childhood, they last briefly and end abruptly. They look stronger and great, last a short time, and end abruptly. Emotions are categorized into two, namely positive emotions and negative emotions.

CONCLUSION

The study named "The Influence of the Family Environment on the Social Emotional Development of Children in PAUD Tunas Ceria" suggests a favorable and substantial impact, according to the problem statement, hypothesis, and actual findings. We may conclude the following from the data we have and the results of the tests we have run using multiple linear regression: 1) In PAUD Tunas Ceria, children's social and emotional development is impacted by their home environment, partly positively and significantly, according to the findings of the study hypothesis testing. This suggests that children's social and emotional development is positively correlated with the quality of the home environment. The T-Test findings demonstrate this with a value of $3.431 > 2.093$ in the table and a significance level of $0,003 < \alpha 0.05$. Given the assumptions of the previous hypothesis, we can accept the H1 hypothesis, which states, "The family environment influences the social-emotional development of children in PAUD Tunas Ceria." Secondly, we can see that the family environment has a positive and significant impact on the social-emotional development of early childhood in PAUD Tunas Ceria Talang Pagar Agung village, as indicated by the T count $3,431 > t$ table $2,093$ with a significance level of $0.03 < 0.05$. The family environment was impacted by 38.19% of the variables, whereas 61.81% was influenced by other factors that were not included in this research, according to the 38.19 coefficient of determination.

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