

ABSTRAK

PERANAN KEMAMPUAN REGULASI EMOSI PADA PERILAKU SOSIAL ANAK USIA 4–5 TAHUN

Penelitian ini dilatarbelakangi oleh perbedaan kemampuan anak usia 4–5 tahun dalam mengelola emosi dan menampilkan perilaku sosial sehari-hari. Regulasi emosi penting untuk membantu anak menyesuaikan diri dengan lingkungan, terutama dalam berbagi, menunggu giliran, mengikuti aturan, bekerja sama, dan berinteraksi. Penelitian ini bertujuan mendeskripsikan kemampuan regulasi emosi anak usia 4–5 tahun serta memahami keterkaitannya dengan perilaku sosial di lingkungan pendidikan. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Subjek penelitian terdiri atas lima anak usia 4–5 tahun, dengan informan pendukung kepala sekolah, guru, guru pendamping, dan orang tua. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Keabsahan data diperiksa melalui perpanjangan pengamatan, peningkatan ketekunan, triangulasi, dan *member check*. Analisis data dilakukan melalui reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Hasil penelitian menunjukkan kemampuan regulasi emosi kelima anak beragam. Anak yang mampu mengenali perasaan, mengungkapkan emosi secara tepat, dan mengendalikan respons emosional cenderung lebih mudah mengikuti aturan, bekerja sama, berbagi, menunjukkan empati, serta membangun interaksi positif. Anak yang masih kesulitan mengelola emosi memerlukan pendampingan saat menghadapi kekecewaan atau konflik. Temuan menunjukkan regulasi emosi mendukung perilaku sosial anak. Stimulasi regulasi emosi perlu dilakukan konsisten melalui bermain, pembiasaan, komunikasi perasaan, keteladanan, serta pengalaman interaksi sosial positif dalam kehidupan sehari-hari anak di lingkungan pendidikan secara berkelanjutan dan terarah.

Kata kunci: regulasi emosi, perilaku sosial, anak usia dini, usia 4–5 tahun, studi kasus kualitatif.

ABSTRACT

THE ROLE OF EMOTIONAL REGULATION ABILITY IN THE SOCIAL BEHAVIOR OF CHILDREN AGED 4–5 YEARS

This study was motivated by differences in the ability of children aged 4–5 years to regulate their emotions and display social behavior in daily activities. Emotional regulation is important in helping children adapt to their environment, particularly when sharing, waiting for turns, following rules, cooperating, and interacting with others. This study aimed to describe the emotional regulation abilities of children aged 4–5 years and to understand their relationship with social behavior in educational settings. The study employed a qualitative approach using a case study method. The participants consisted of five children aged 4–5 years, with the principal, teachers, assistant teacher, and parents serving as supporting informants. Data were collected through observation, interviews, and documentation. Data trustworthiness was ensured through prolonged observation, increased persistence, triangulation, and member checking. Data analysis involved data reduction, data display, conclusion drawing, and verification. The findings showed that the five children demonstrated diverse emotional regulation abilities. Children who were able to recognize their feelings, express emotions appropriately, and control emotional responses tended to follow rules, cooperate, share, demonstrate empathy, and develop positive interactions more easily. Children who still experienced difficulties regulating emotions required assistance when facing disappointment or conflict. The findings indicate that emotional regulation supports children's social behavior. Therefore, emotional regulation should be consistently stimulated through play, habituation, communication about feelings, role modeling, and positive social interaction experiences in children's daily lives and educational environments.

Keywords: *emotional regulation, social behavior, early childhood, children aged 4–5 years, qualitative case study.*