

## The Role of Parents in Developing 5 – 6 Years Children's Self-Control

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### ABSTRACT

Self-control is one of social-emotional skills that children must have from an early age. Parents need to help their children get maximal self-control skills. Researchers made initial observations in one of the hamlets in Kampung Inggris, where many immigrants brought different cultures and habits to the residents. Luckily, parents in Dusun Mangunrejo have understood the importance of developing self-control in their children from the beginning. This study aimed to (1) describe 5-6 years of children's self-control development at Dusun Mangunrejo RW 12, (2) describe the role that parents took during the self-control development process, also (3) describe support and obstacle factors that parents felt during children's self-control development process. This research was ethnography research with an ethnomethodological approach. Informants in this research were ten parents that have 5-6 years of children with random cluster sampling as a sampling technique. The results showed that 5-6 years of children's self-control development were pretty good. Children's development indicated that they could do 6-8 from 8 points in 5 – 6 years developmental self-control stage. Parent's role in helping develop children's self-control was education and guidance. Many support and obstacle factors were found during educating and guiding processes.

**Keywords:** The Role of Parent, Self-Control, 5 – 6 Years Children

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## 1. INTRODUCTION

Daily activities carried out by children at an early age cannot be separated from the development of their social-emotional aspects. The social-emotional aspect aims for children to manage emotions, handle personal situations, have good social skills, and be responsible and confident (Wang et al., 2019). This emotional and social ability needs to be developed in children early, because it will affect and determine their ability to process emotional and social behavior in their daily lives. Wijarnako (Oktaria & Anggraeni, 2016) divides social-emotional aspects into two aspects, namely intrapersonal and interpersonal. The intrapersonal aspect divides into two abilities, one of which is self-control.

Self-control includes the behavior that each individual must own as a provision for living in society. Self-control itself is a potential mediator in children who functions to interpret choices and the pressures of life around them (Li et al., 2019). Self-control can also be interpreted as changing unwanted impulses to bring children to agreements related to themselves and socially (Willems et al., 2018). The existence of self-control in a person has emerged since the child was three years old (Pan & Zhu, 2018). The development of self-control in children aged 5-6 years see through their daily activities related to the child's social and emotional environment. Children will begin recognizing patterns in the surrounding environment, blending in with the community, and finding solutions to their problems. Self-control at 5-6 years old children directs to increasingly building a sense of caring for the environment, humility, independence, more significant curiosity, and self-confidence.

The development of self-control plays a significant role in shaping positive behavior in a person. Self-control also plays a role as a predictor of children's future in social competence and positive relationships with their surroundings (Duckworth et al., 2014). The development of good self-control can help children overcome everyday problems related to their emotions, thoughts, and social skills, so that the desired behavior will emerge (Li et al., 2019). The development of self-control that is not optimal can cause children to be unable to restrain themselves and act as they wish. Children with a low level of self-control will affect their level of aggressiveness, which can interfere with the interactions that children make with themselves and their environment (Marsela & Supriatna, 2019).

Children have good self-control if they can manifest the task of developing self-control in their daily behavior. Stages of self-control development at 5-6 years old according to Oktaria and Anggraeni (2016) in the indicators of the development of self-control are as follows: 1) friendly behavior; 2) selflessly behavior; 3) subordination in terms of help, attention, and affection from others; 4) there is motivation (encouragement) to compete well to be accepted by social.

The development of self-control at 5-6 years children requires parental support in its running, because self-control in early childhood mainly persists due to external guidance (Fu, 2018). Marsela and Supriatna (2019) explain that one of the factors that influence the process of forming self-control is parents. Parents need to teach various skills that will be useful in shaping children's behavior in the future. The initial action for children to learn self-control through their parents is about the way parents accept their children, provide assistance and support, and also the way parents control their emotions (Fu, 2018).

Parents can play a in helping children develop self-control as educators and mentors. Parents are the first learning environment for children and the first parties to educate and guide children, especially in developing children's self-control. Parents as educators play a role in carrying out the teaching process for children, such as providing an understanding and knowledge as a provision for children in the future. Parents as mentors do not only see or accompany the child's self-control, even

parents can provide continuous direction, assistance, and motivation. The role of parents has a significant relationship with self-control in children because the good or bad behavior of children, optimal or not optimal self-control in children, depends on the maximality of parents in carrying out their roles (Maifani, 2016).

The discovery regarding the formation of self-control begins with initial observations at Dusun Mangunrejo. Dusun Mangunrejo is the center of English Village activities, which makes Dusun Mangunrejo a gathering place for migrants, especially for the seller, courses teacher, and student who wants to take courses. This situation provides an opportunity for outside cultures to enter Dusun Mangunrejo, while not all outside cultures positively impact the formation of children's self-control. The number of immigrants and the lack of supervision make many immigrants often violate the rules. Parents need to be aware of the behaviors above, considering that culture is a factor that affects self-control.

Parents at Dusun Mangunrejo, especially RW 12, have realized that raising children to form self-control early is essential. Parents have provided comprehension or taught children about self-control through daily activities. Parents have given examples for children about behave in society in daily activities as well as direction and assistance on self-control that has developed in children. Based on the developmental stage of children's self-control, it has founded that average children aged 5-6 years in Dusun Mangunrejo have been able to apply 5-6 of the 8 points of self-control development tasks listed in the indicator table. The tasks list that the children did include agreeing to say hello, sharing something with other people, asking for help politely, being active in helping, and being active in leading the game.

This study aims to discover more about how parents of Dusun Mangunrejo, especially RW 12, educate and guide children, the development of self-control in children aged 5-6 years, also supporting and inhibiting factors felt by parents in developing their children's self-control.

#### *Self-Control Children Age 5-6 Years*

The meaning of self-control for early childhood is a stage of development in children to prepare for the future (Richmond-Rakerd et al., 2021). Sulaiman et al. (2019) also explained that self-control in children, especially those aged 5-6 years, is a form of responsibility towards themselves and those around them. The function of growing self-control in children aged 5-6 years is to learn to control their emotions, especially in the areas of shame and self-confidence (Prooijen et al., 2018). Alqaydhi (2019) says that self-control is essential for children under the age of 10, especially at the beginning of the age of 4 to 5 years.

The development of children's self-control can be seen through their daily activities at 5-6 years old. The results of research belonging to Rahardjo et al. (2018) explain that the formation of self-control in children aged 5-6 years is influential and related to the social environment in which children live. Because with the growth of self-control in children, children will be able to learn patterns of interaction between social relationships to blend in with the norms or rules around them. Added to Li et al. (2019), self-control in children 5-6 years helps overcome daily problems, such as controlling their emotions and thoughts, so that the desired behavior will come out. These things will help children blend in with the surrounding community to become valuable provisions in the future.

The research aims through the statement above are to describe 5-6 years determine the level of development of children's self-control development at Dusun Mangunrejo RW 12, describe the role that parents took during the self-control development process, especially about educating and guides,

also describe support and obstacle factors that parents felt during children's self-control development process. This research also looks at the development of self-control through early childhood, which still needs to be done in Indonesia. Research is not only child-centered but also looks at the stimulus provided by parents and the environment in which children grow and develop.

## 2. METHOD

This study uses ethnographic research with an ethnomethodological approach. This research is qualitatively by using a narrative description as the research results. Ethnographic research is a qualitative study belonging to Spradley (2007), which aims to describe cultural characteristic more systematically in depth and space, also time belonging to particular individuals or groups. The ethnomethodological approach is the focus of the study in understanding the actions and interactions carried out by multicultural communities around the world (Spradley, 2007). This study intended to determine the reality of interactions between parents and children during parenting and guidance to develop children's self-control, in terms of processes and results founded on children's daily activities. This study's informants comprised 10 parents and 10 children aged 5-6 years at RW 12 Dusun Mangunrejo. The instrument grid is in the following table:

**Table 1. Children 5-6 years’ self-control indicators**

Aspect	Indicators	Developmental Tasks
Self-control	Friendly behavior	Children easily give a smile to others, either known or new.
		Children want to greet others, like neighbors, friends, or teachers.
	Selfless behavior	Children want to share food or toys with others, like friends or siblings.
		Children take the initiative to determine a job desk at group activities.
	Subordination in terms of help, attention, and affection from others	Children ask for help politely when needed help.
		Children actively help other people to get attention and affection.
There is motivation to compete well to be accepted by social	Children actively help friends when playing together.	
	Children show behavior as a leader in managing play activities.	

*Table concept made by Oktaria and Anggraeni (2016)*

The observation technique aimed to observe parents' roles as educators and mentors to help children develop self-control and the development of children's self-control that adjusted to the self-control development indicators stage. Another data collection in this study is the interview technique used to obtain data on parents' understanding of self-control for children, children's behavior that reflects the task of developing self-control, also supporting and inhibiting factors perceived by parents. After the conclusion is obtained, a member check is carried out to confirm information to the relevant informants. The data obtained will be analyzed using Miles and Huberman's interactive analysis technique.

### 3. RESULTS AND DISCUSSION

#### Children Self-Control Development

##### *Friendly Behavior*

The first developmental task in this indicator is easy to give smile to others. The indicator of achievement at this point is that the child can give a smile to people he knows. For example, the researcher gives the parable of being friendly to guests who visit the house. At this point, three out of ten children behaved very well. The point is that the three children can exceed the existing indicators by being friendly and giving a smile to strangers they have just met. In addition, the three children also dared to start a conversation first, even if only by asking the purpose of their arrival. The background that influences child is the surrounding environment. The three children above live in an environment that helps them to be able to develop their social sense around them. That situation is explained by Ghufon and Risnawita (2017) as an internal factor that influences the development of children's self-control, namely the environment and family. The other four children were able to develop as expected. Although shy at first to give a smile, in the end, the child gives a smile to people he continues to meet (people he already knows). While the rest, namely three other children have not been able to give a smile even to people they already know.

The second stage of developmental task is greeting other people. The indicator achievement of this stage is children can greet neighbors, friends, or teacher they already know. All children aged 5 – 6 years at RW 12 Dusun Mangunrejo have been able to carry out this stage. The children will greet by calling the name of the person being addressed and wave their hand. Children usually scream and wave if the person greeted is a close friend. Some of them been brave to greet their teacher. Hamidah (2017) said children tend to like greeting someone they feel close to; greeting also trains children to be polite to those around them.

##### *Selfless Behavior*

This indicator has two developmental tasks. First is children want to sharing food or toys. Most children aged 5 – 6 years at RW 12 Dusun Mangunrejo could pass it in the stage of sharing food or toys. Some children have progressed very well by offering to others first, showing that the role of parents in developing an understanding of sharing is good. Other children hand out food or toys by nagging. One other child does not always want to share with those around him. Tatminingsih (2019) supports the statement above that the child still seems to show a growing sense of egocentricity, because children's social-emotional ability has changeable and individualistic reaction.

The next stage of development is to take the initiative to determine the job desk while playing in groups. This stage helps children to know better and understand their friends. Children can also learn to negotiate when there are different choices. The expected achievement of this point is that the child can boldly determine a game job desk. The children of Dusun Mangunrejo RW 12 have shown their abilities. The games played by children aged 5-6 years at Dusun Mangunrejo are simple with various members. The number of members does not interfere with the children's continued enjoyment of the game. Most of them confidently determined job desks seriously to all players. Murti (Dewisyahiddah & Basri, 2018) has supported the statement above that group plays in early childhood have the characteristics of dividing tasks or roles between them to achieve a goal. Even three out of nine children have taken the initiative to determine game ideas. In addition, one child is still embarrassed to vote in determining the job desk in group games. However, parents still encourage children to find confidence in themselves.

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*Subordination in Terms of Help, Attention, and Affection from Others*

This indicator has two developmental tasks. The first developmental task is asking for help politely. Children will ask the adult around them for help when they find it difficult to do or finish something. All the children of RW 12 Dusun Mangunrejo have developed as expected in terms of asking for help politely from others, whether from parents, grandmothers, or class teachers. The meaning of polite here is not to shout, throw something that will fix, or force an adult to do it immediately. Children's requests for help are also simple things, such as opening a snack package, fixing a broken toy, or opening a container. Even though it is simple, children will feel helped and safe because parents are happy to help and even direct them. Goupil et al. (2016) said children selectively seek help to avoid making errors and to avoid difficult choices.

The next stage of development is actively helping other people. Helping others for children is to get praise for their actions. The expected achievement indicator is that children are active in helping their parents, even though it started with parental orders. The results obtained that all children aged 5-6 years in Dusun Mangunrejo RW 12 successfully completed this stage. Five out of ten children have even developed very well from this point, providing assistance initiatives without being asked. The other children have developed as expected, although they must be provoked by their parents asking for help first. Alqaydhi (2019) said children at 5 – 6 years old develop and understanding of things around them, especially when someone need their help.

*There is motivation to compete well to be accepted by social*

The first developmental task at this stage is actively helping friends. All the children of RW 12 Dusun Mangunrejo are ready to help their friends who are in trouble. Children help not only with friends but also with siblings who become playmates for the children at home. The form of help given also looks simply but is sincerely done, because at this stage helps children show concern for the friends around them. Although the help provided is differs, it still illustrates the child's concern for the surroundings. Alqaydhi's (2019) statement supports that children's ability at 5 – 6 years old about self-control extends to focusing on someone if need be his help.

The last stage of development is brave to be a leader in managing a game. This stage of development is divided into several abilities and not all children in Dusun Mangunrejo RW 12 dare to become leaders. Three out of ten children have been able to become leaders of a game with a large group scale, even three of these children dare to appoint themselves as leaders and provide game ideas. Two other children dare to lead a game on a small scale or a particular group. That action children do can motivate children's desire to be accepted in a group (Utami, 2018). The last two children still look shy and refuse when offered to be the game's leader.

*The Role of Parent to Development Children's Self-Control*

Every parent plays a role in helping the development of self-control in their children. The role played by parents in Dusun Mangunrejo RW 12 is to become educators and mentors for children. The various forms that the parents of Dusun Mangunrejo RW 12 take to help the development of children's self-control are as follows:

*Giving Explanation*

Parents try to explain to children's what children do not understand when educating. Giving understanding makes children more aware of something. Children aged 5-6 years are still learning

something, not only about school materials but also about the surrounding life. It was found in Dusun Mangunrejo RW 12 that some children are still asking for validation of their behavior, whether it is accurate or still needs to be addressed. Parents also provide understanding or understanding to children patiently, so that children are not offended or feel cornered.

Parents at RW 12 Dusun Mangunrejo try to give understanding to their children patiently and slowly. Parents also understand something by discussing cause and effect on children when they are talking or discussing something. Children get new ideas from it. The proper stimulation supports the relationship between parents and children to be warmer and happier. Parents usually calm the child first when the child is whining about something, whether it is because of a little fight or wanting something. Parents will also ask the reason for the child's behavior. Activities that parents do above lead the child to think about the importance of getting the item. Children also gain an understanding through their thoughts and words. Lestari (2019) supported that the teaching given by parents must provide the basis for education and socialization in children's lives in society.

Other data found that some parents provide understanding through real examples, like parents who model good behavior in children or solve problems experienced by children. Parents try to provide concrete examples so children can fully understand what parents want to convey.

#### *Providing Assistance*

Parents carry out the mentoring process to supervise the child's exploration of life. The parents of RW 12 Dusun Mangunrejo assist in the children's daily life, not only through the presence of a parent figure beside the child but can also provide verbal and active assistance. The assistance provided is intended to develop some developmental tasks that are felt to have not yet appeared in the child, such as self-confidence. That is why parents assist in their children's daily life, both verbally and in action.

The process of this assistance must be carried out periodically to be able to understand the pattern of children's characteristics. Another assistance is carried out so that the child does not get carried away by a current considered unfavorable by the parents. Children feel the attention and affection of parents when parents assist children. However, the intensity of being next to a child differs for each parent. Some parents of Dusun Mangunrejo RW 12 have a solution by listening to or exchanging stories with their children. Children can also freely tell the activities passed during the day, both happy and sad days. From this, parents hope to be able to understand their children further. In addition, parents also get the opportunity to make their child's existence appreciated. Bigupik (2019) emphasizes that mentoring needs to be done, so that children will feel cared for and accustomed to doing other positive things.

#### *Giving Advice or Message*

Giving advice or messages is a process for parents to educate and guide children by expressing their wishes directly. Parents at RW 12 Dusun Mangunrejo seem accustomed to giving advice or messages to their children. Some parents advise inserting it into the story the child tells. Parents also advise when it is felt that the child's behavior has deviated from what was taught. That action helps children more easily receive messages conveyed by parents. Nurfina's (2019) supported statement above that advice for children is an encouragement that can change a child's behavior in a correct way.

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### *Giving Directions*

The way that can be done in guiding children is to provide direction. Giving direction by parents is intended to help children out in the difficulties they face. Giving direction also hopes the child can understand the way out of the difficulties experienced, so the child will understand the behavior that must be done in the future. The directions are given by the parents of Dusun Mangunrejo RW 12 varied, which is visual and verbal forms. Parents carry out the visual form by providing directions in the form of examples that children can follow, while parents carry out the verbal part by providing directions on actions that children must take through direct chat. One of them is to help children in fixing something. Other parents provide direction more assertively. That is because children feel they do not immediately obey the first warning their parents give. Parents need to affirm the child for something that is not good to do even though it seems to scold the child. This affirmation can also be done with action. This action can lead the child to see the consequences of his actions, so the child is expected not to repeat his mistakes. That actions to giving direction to children done by parents continuously. Nur (Akmiza, 2018) said that assistance must be carried out continuously so that parents will know the strengths and weaknesses of the child and can provide the proper stimulation.

### *Giving Encouragement or Motivation*

The last way parents do that is to encourage or motivate children. Giving motivation is essential to give or even turn on the spirit in the child. That is intended to encourage children to want to develop self-control themselves. Parents also provide various ways to motivate children so that the spirit in their children is not extinguished. Parents at RW 12 Dusun Mangunrejo do various ways to motivate their children. The first is to give compliments. From the data obtained, some praise is given because they feel that the child has been able to take the initiative to do something to help parents, is willing to carry out daily activities without being asked, or is because of the child's success in doing something good in the day. Children will also feel confident and proud of the results that have been done. Parents are also motivated by giving verbal encouragement. Parents also insert the word lighter so that activities that were delayed because the child feels tired can get excited again. Motivation is an encouragement given to children and can foster enthusiasm in children. Parents can also encourage to do something positive through exemplary actions. The success of children's learning needs encouragement or motivation from the family, especially their parents as the primary educators (Fithriani, 2020). In addition to giving praise, giving motivation can be done to encourage children to do and get things done. When children begin to feel distrustful of themselves, parents are tasked with encouraging children to dare to try what they want. Parents can provide encouragement or motivation so that the child can immediately complete the activity.

### *Supporting and Inhibiting Factors of The Role of Parents*

The supporting factor felt by the parents of RW 12 Dusun Mangunrejo was the cooperation and harmony among family members in child care. Parents must provide a consistent attitude in parenting in various aspects, so that children do not experience confusion in understanding the form of parenting between father and mother (Linde-Krieger & Yates, 2021). Good environment comes into the supporting factor. A good, peaceful, safe, full of acceptance, and able to provide protection is an environment that will facilitate child development (Utami, 2018). Other supporting factors felt by parents was non-formal activities participated by children (TPQ and tutoring), and obedience children. The inhibiting factor felt by parents is: 1) the existence of an unfavorable environment for



children, so they are afraid to bring a worse impact on children; 2) the absence of father charisticary closely because he had to work out of town; and 3) children's emotions at the age of 5-6 years are not yet stable, causing unwanted behaviors. The reason of third point is because the majority of parents' responses want their children to mastered more social-emotional skills than academic abilities (Helaluddin & Alamsyah, 2019).

#### 4. CONCLUSION

Self-control in children aged 5-6 years is a stage in which children learn to be sensitive to their surroundings and be responsible for themselves. Self-control in children is vital to preparing for social life in the future. Based on the developmental stage of self-control aged 5-6 years on developmental indicators, children aged 5-6 years in Dusun Mangunrejo RW 12 have been able to make 6-8 of the 8 points of developmental stage. This statement indicates that the development of children's self-control in Dusun Mangunrejo RW 12 is pretty good.

The development of self-control in children requires assistance in their journey. The education and guidance given by parents in developing self-control have various forms, namely providing understanding or understanding, assistance, advice or messages, direction, and motivation or encouragement. The above methods are carried out by both parents harmoniously and consistently while taking into account the needs and characteristics of the child.

Parents' journey in educating and guiding their children does not always go straight. Parents sometimes encounter several obstacles that hinder the development of their children's self-control. The inhibiting factors include: 1) the condition of the child, like child's emotions are not stable or child's habits are often forgotten; 2) bad environment; and 3) the absence of a close father figure due to work needs. There are also supporting factors that help parents in developing children's self-control, including: 1) a positive environment; 2) the presence of other family members so that they can help each other in developing children's self-control; 3) obedient children; and 4) the existence of non-formal institutions followed by children.

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