

Dampak Body Shaming terhadap Perkembangan Sosial Emosional Anak Usia 5 Tahun (Studi Kasus Anak Laki-Laki Berambut Panjang di Desa Krasakageng Pekalongan)

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Abstract

Men with long hair have existed long before the present time and can generally be found in certain tribes such as the Boti tribe, the indigenous tribe of Timor Island, Atoni Metu, South Central Timor Regency. In the life of traditional people, of course there are separate reasons why their hair is left long ranging from customs to reasons related to mystical things or ancestral spirits and even today long-haired men have become a contemporary trend even so, for the general public long-haired men are still considered awkward. Especially in some areas such as one example in Krasakageng Village, Sragi District, Pekalongan Regency, to be more focused, I took the example of one of the male early childhood children who had long hair, why was it left long, due to the reason of abstinence from haircuts by ancestral spirits so that the family did not cut their hair. The method used is the case study method. Research design by examining a problem through a case consisting of a single unit. This single unit can mean one person with five supporting informants, the time the data collection is done backwards or looks back. Data collection techniques are documentation, direct observation, participant observation. The purpose of this study is to find out how the impact of body shaming on early childhood social-emotional development in Krasakageng Based on the results of data analysis and discussion, the author obtained conclusions that can be drawn from research on this. Researchers concluded that child development from the prosocial aspect of two aspects of children can master children, namely sharing and cooperation, from the aspect of self-awareness children have been able to master all aspects with positive and negative impacts.

How to cite

INTRODUCTION

According to M.Khaironi (2018), every individual experiences development. Development occurs from an early age to adulthood. Development cannot be measured, but it can be felt. Development is progressive, systematic, and continuous. Things that develop in each individual are the same, it's just that there are differences in the speed of development, and there are developments that precede previous developments, even though in fact the development between one aspect and another occurs simultaneously. Example: individual A at the age of 1 year can already pronounce some words fluently and clearly, but cannot yet walk. As for individual B at the age of 1 year can already walk, but has not been able to pronounce the word clearly. The fast and slow development experienced by individuals in every aspect of their development is influenced by various factors, such as: stimulation, nutrition, health, environment, and various other factors. Early childhood is a child who is in the age range of 0-6 years. At that age, development occurs very rapidly. Based on the results of research, about 40% of human development occurs at an early age. Therefore, early age is considered very important so it is termed the golden age (golden age).

Masher (2011), added that in the stages of development there is social emotional development, not all children are able to go through development well, on the other hand children experience a problem to develop social emotional due to negative influences from within the social environment and families that are less supportive. Therefore, the role of parents is very influential on the socio-emotional development of early childhood, namely by providing guidance and direction to the socio-emotional development of early childhood in order to achieve the ultimate goal, namely the expected social-emotional development. The child's emotions arise due to the child's unpreparedness in responding to the conditions of the surrounding environment. The emotional development of children is influenced by maturity factors and learning factors. The maturity factor affects the individual's response in responding to various situations faced, both from within and conflicts in the development process that occurs. While learning factors are obtained from the environment around children, especially the environment in microsystems, mesosystems, ecosystems, macrosystems, and chronosystems, one of which is the family environment where the child lives (Microsystem) a more complete ex-

planation is the conditions behind children living and interacting with other people and institutions closest to their lives, such as parents, peers, and school (Bronfenrenner, 2015)

Emotional social development in children there is development in terms of social and development in terms of emotional, social development has begun to be competent with peers, have friends, have been able to be independent and share. While in terms of emotionality, early childhood can express and control their emotions through imitation and habituation. Therefore, in the family environment, children are taught with good habits such as loving each other to get good social, taught how to hold anger when there is a problem in order to control their emotions, and so on. Therefore, a supportive environment is needed so that children get good emotions that are in accordance with the child's capacity. Thus, the family environment is one of the initial foundations for the formation of children's social emotional in a positive direction (Tusyana, 2019).

According to D.Suryana (2016), in addition to the family the process of children's social-emotional development is also influenced by the environment, the process of recognizing behavior that can be accepted by the environment around children and learning self-control is called the socialization process, the results obtained from the socialization process are social skills that have a strategic position for children to be able to foster interpersonal relationships in various environments and groups of people. This is included in the process of social emotional development.

Furthermore, according to D.Suryana (2016), Social emotional development in children is important to develop. There are several basic things that encourage the importance of social emotional development, namely: first, the increasing complexity of life problems around children, including the development of science and technology which puts a lot of pressure on children, and affects children's emotional and social development. Second, the cultivation of awareness that children are practitioners and future investments that need to be prepared optimally, both aspects of emotional development and social skills. third, because the important age range in children is limited, so it must be facilitated as optimally as possible so that no phase is missed. Fourth, it turns out that children cannot live and develop with Intellectual Quotient (IQ) alone, but Emotional Intelligence (EI) is much more needed as a provision for life. Fifth, there has been a growing awareness in every child about the demands to be equipped and have social-emotional intelligence

from an early age. There is a similar trend around the world, where today's generation has more emotional difficulties than previous generations, which has an impact on their social abilities. This effort is important especially with the evidence that emotional intelligence is indeed a determinant (dominant factor) of individual success in life, even up to 80% of its role compared to IQ which is only 20%.

According to Rina (2016), the 0-6 years or early childhood period is a very high curiosity period, Usually always curious and try something new from the surrounding environment, In childhood at this age there are also rapid changes both physically and psychologically, changes in physical and lifestyle and habits that must be the same as the environment will affect psychological changes, Not a few then initiate bullying for those who do not follow or are considered unequal in physical form. Bullying related to a person's physical appearance or better known as body shaming. Body shaming is intended to mock someone who has a physical appearance that is considered quite different in general, for example the mention of fat, small nose, thin, long hair and so on related to physical appearance. Body shaming or commenting on other people's physical shortcomings is often done by people without realizing it.

Furthermore, Rina (2016), added that body shaming includes verbal bullying or words even in daily interactions, often tucked into jokes that lead to body shaming treatment. Body shaming behavior can make a person more uncomfortable and even not confident about his physical appearance and begin to close himself to the community. Victims of body shaming can be anyone and from various circles be it parents, adults, teenagers, children, even babies can get body shaming treatment. Thus body shaming itself is a criticism or comment of a negative nature, the comment is given either to oneself or others. Although trivial but body shaming can hurt someone, body shaming almost always affects the confidence of a person both men and women. Self-confidence is a belief in the human soul that any life challenge must be faced by doing something. Low self-confidence in children is caused by several factors.

Furthermore, Santrock (in Ifdil, Denich, & Ilyas, 2017) explains that "one of the factors that influence self-confidence is physical appearance. Physical changes have undesirable psychological effects." Furthermore, Papalia, Old, & Feldman (in Ifdil, Denich, & Ilyas, 2017) states that "the majority of early childhood to adolescence pay more attention to their appearance than other aspects of themselves (Rina, 2016).

According to Clinic (2018), body shaming is the act of humiliating someone based on their body shape by mocking them. Launching the official website of the Association of Anorexia Nervosa and Associated Disorders, body shaming is any act or practice of insulting the shape or size of another person's body, weight, hairstyle, clothing, and appearance. Bodyshaming is a form of bullying. Practices like these can leave severe emotional trauma and interfere with the victim's mental health. The trauma experienced by the victim can even occur in the long term. This form of bullying can be done by the closest people such as parents, relatives, friends, strangers, to negative comments on social media or conventional media (Bunga 2022).

Vivenda (2019), the basic human nature of social creatures, which cannot be separated from others, who sometimes compare themselves with others. This has led to a decrease in tolerance for body image diversity between communities, causing an increase in social and personal problems related to body image, such as issues that are underestimated, namely, body shaming and Body Dysmorphic Disorder, to various types of eating disorders. Assessment of the severity scale of this disorder varies from relatively mild to very severe levels that can be life-threatening. The determination of the scale is based on the criteria of body shaming established by the DSM-IV, which consists of preoccupation (excessive attention) to a defect in appearance that is only in the imagination of the individual, i.e. there is only a slight physical abnormality, but the anxiety of the individual is very excessive. Such preoccupations cause clinically significant distress or impairment in social functioning.

McGilloway (2016), the greater the dissatisfaction with the condition of the body, the child can experience depression due to low self-confidence and poor quality of life, These various problems can cause lifestyle disorders that interfere with child development, where there are lifestyle habit disorders related to thought and emotional patterns.

Setyarini (2020), verbal speech can make children affected by body shaming down, lazy to do anything, crying, and sad. The role of parents and the environment is very important in terms of providing support to children who are victims of body shaming and need to get firm action from the responsible or authorities, the party here can be parents or family members, there is a positive and significant relationship between body shaming and social anxiety, so the higher the body shaming, the higher the social anxiety, Conver-

sely, the lower the body shaming, the lower the social anxiety.

Munawaroh (2020), in addition to the negative impact of Body shaming can also have a positive impact on a person, namely being more indifferent to what people say about their body shape, increasing self-confidence, becoming someone who loves themselves, and providing evidence that it can change for the better. Quoted on the *kompas.com* page. There were 966 cases of physical humiliation or body shaming handled by police from all over Indonesia throughout 2018. A total of 347 cases were completed, both through law enforcement and mediation approaches between victims and perpetrators.

Mahdiyah (2021), quoted from the Grid. ID Journalist Report, body shaming has also been experienced by the children of several artists such as Lesti Kejora, Ria Ricis and Shandy Aulia's child. As experienced by Shandy Aulia, she uploaded one of the photos with the princess which then drew netizen blasphemy about the physical shape of Shandy's child, the expansion from body shape to hair growth which was considered "corn hair" by one netizen, Shandy revealed "I am interested in chatting and meeting him personally about my child's affairs, and explaining that each child has their own development".

According to Cambridge (2019), events like this are very unfortunate, many people do not have full awareness in choosing words or sentences in a communication that has a big impact on the interlocutor. Joking sentences in a conversation rank first as an introduction to body shaming in a forum or conversation group. The culture that continues to change throughout the changing years has influenced people's concern for each other so that it causes very clear insensitivity and is more detrimental to themselves and others, coupled with body shape inequality also often causes body shaming, things that are not commonly considered unusual and awkward such as if men generally have short hair and women generally have to have long hair.

Miller (2016), added In general, when talking about hair, there is a difference between hair owned by men and women, hair for men is cut short while hair for women is left long, so it will look different if there are men who have long hair, but in fact not a few men who choose long hair either for reasons to look stylish or because of certain customs. Men with long hair have existed long before the present time and can generally be found in certain tribes such as the Boti tribe, the indigenous tribe of Timor Island, Atoni Metu, South Central Timor Regency. In the life

of traditional people, of course there are separate reasons why their hair is left long ranging from customs to reasons related to mystical things or ancestral spirits and even today long-haired men have become a contemporary trend even so, for the general public long-haired men are still considered awkward.

Especially in some areas such as one example in Krasakageng Village, Sragi District, Pekalongan Regency, there are about 3 men who have long hair due to abstinence from cutting hair by ancestral spirits, to be more focused, I take the example of one of the early childhood boys who has a long hair, in this village there is a problem about boys who have long hair so they experience psychological trauma disorders, Why is it left long, because of the reason for abstinence from cutting hair by ancestral spirits so that the family does not cut their hair. The problem that I will observe in this village is about the impact experienced by one of the early childhood around me who has been privileged from birth, one of the cases of the problem is my younger brother who is male but if his hair is cut he has a fever, until several times tried and the results are the same, long story short the child's hair is left long until the age of 5 years, But within 5 years, children often experience body shaming from mocking calls, hurtful sentences, to physical violence. After the cut, the child revealed that he did not want to have long hair because he was afraid of being bullied by peers and people in his environment, this expression underlies that the child has experienced body shaming to the point of trauma.

Based on the background of the problems that have been raised, the researcher will conduct research on "the impact of body shaming on the social-emotional development of 5-year-old children (case study of a long-haired boy in Krasakageng Village Pekalongan)".

RESEARCH METHODS

Types of Research This type of research is qualitative research that uses qualitative descriptive research methods. According to Nawawi (2005), the descriptive method by describing or describing the state of the object of research at the present time based on facts that appear or as they are. Therefore, the emphasis on the background of the structure and individual as a whole and descriptively describes the state of the subject and object of research based on existing facts. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of counting. The approach

ch used in this study is a qualitative approach in the form of case studies, the object of research is matters related to the impact of body shaming on the social-emotional development of children aged 5 years (case study of long-haired boys).

Lincoln (2005), added that in this case the researcher acts as an instrument as well as a data collector, and its function as a supporter of research tasks as an instrument. Thus the presence of the researcher is known his status as a researcher by the subject or informant. This research uses a qualitative approach, a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Qualitative research conducts research on a natural setting or in the context of an entity. This is because natural ontology requires realities to be wholes that cannot be understood if separated from the context.

The qualitative approach according to Kriek and Miller (2006), explains that the qualitative approach is a certain tradition in social science that relies on human observation in its area and relates to these people in their language and terminology. The main activity in this study is to describe intensively and in detail the symptoms and social phenomena studied, namely about problems related to the impact of body shaming on the socio-emotional development of children aged 5 years obtained qualitatively.

According to Sandelowski (2003), stated qualitative descriptive research tends not to carry out in-depth interpretation of data. Qualitative descriptive research describes a comprehensive conclusion of a phenomenon in everyday language. This type of qualitative descriptive research is intended to be able to obtain complete and in-depth information from peers of 5-year-old children and the environment in Dukuh Tempuran Krasakageng Village Pekalongan about how their perceptions of body shaming behavior that occur in Krasakageng Village Pekalongan, it is hoped that by using this qualitative descriptive research researchers can also obtain information about the factors causing body shaming behavior in Dukuh Tempuran Krasakageng Village Pekalongan which is likely to differ from one subject to another.

This research focus is intended

to limit qualitative studies while limiting research to choose which data is relevant and which is not relevant (Moleong, 2010). The limitation in qualitative research is more based on the level of importance / urgency of the problems faced in this study. This research will focus on "The impact of body shaming on the social-emotional

development of children in Krasakageng Village" whose main object is a 5-year-old child in Dukuh Tempuran, Krasakageng Village, Sragi District, Pekalongan Regency.

Data and Data Sources

According to Nufian (2018), a data source is a subject from which data is obtained. Data sources are needed to support the implementation of research and at the same time to ensure success. In this case, the data needed in the research is obtained from two sources, namely:

Primary Data Source Primary data sources are data obtained directly by informant interview techniques or direct sources. Primary sources are data sources that directly provide data to researchers as data collectors. In this study, researchers used direct field studies which became the primary data sources in this study were parents, peers, teachers, older siblings and children aged 5 years who were the object of research (Sugiyono, 2017).

Secondary Data Source A secondary data source is data obtained from a second or secondary source. Secondary data sources do not provide data directly to the data collector, for example through documents or through other people. Secondary data sources in this study are in the form of first semester learning outcomes in kindergarten, second semester learning outcomes in kindergarten, progress reports from parents, child development reports, and those related to research that supports the research process on the impact of body shaming on the socio-emotional development of 5-year-old children (case study of long-haired boys) in Krasakageng Village Pekalongan (Wayan Weda, 2018).

Data Collection Techniques

According to Albi Anggito (2018), the data collection techniques used in this study are: Observation

Based on the involvement of observers, observations are divided into two, namely participatory observation and non-participant observation. In this study, researchers used non-participant observation techniques, meaning that in the process of this study, researchers did not participate in activities, but only played a role in observing activities. If researchers participate in activities, it is only in a limited scope according to the needs of researchers to obtain truly valid data. The selection of non-participant observation techniques is done so that researchers can focus more on making observations so that the observation data obtained is really valid in accordance with the

conditions being observed.

Interview Interview technique is research that is used directly with the object under study to obtain concrete data for the purpose of obtaining data relevant to the problem. In this study, using interview techniques or structured interviews, namely interviews that have been arranged systematically to find out with certainty the information to be obtained. In this case, interviews were conducted with parents of children stranded by body shaming, peers, teachers, older siblings, and children aged 5 years who were the object of research. Documentation

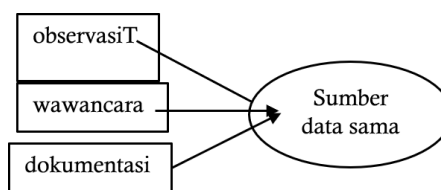
Documentation techniques are intended to systematically examine data or written documents directly that can be used as evidence or information. With this technique, researchers will obtain data on the general description of research objects related to the impact of body shaming on the development of 5-year-old children in Krasak Village, Pekalongan.

Data Validity Techniques

Sugiyono (2015), states that the data validity check technique is the degree of trust in the research data obtained and can be accounted for. Sugiyono (2015) explained that the validity of data in qualitative research includes credibility tests, transferability tests, dependability tests and finally confirmability tests.

Credibility Test Credibility Test is a test of trust in qualitative research data (Prastowo, 2012). Moleong (2016), states that this credibility test has two functions, namely the first function to carry out an examination in such a way that the level of confidence in our findings can be achieved, and the second function to demonstrate the degree of confidence in the results of our findings by proving the double reality being studied. In this study to test the credibility (credibility) researchers used triangulation.

Moleong (2016), explained that triangulation is a data validity check that utilizes something other than the data for data checking purposes, or often referred to as triangulation as a data comparison. Also explained by Sugiyono (2015), triangulation is a data validity checking technique that combines various data collection techniques and existing data sources, this triangulation utilizes something else outside the research data, with the aim of checking or as a comparison to the research data obtained.



Gambar 3. Triangulasi Data (Sugiyono, 2015)

Data Analysis Techniques In a qualitative study, data can be obtained from various sources using various data collection to reach the maximum point which is often called the saturation point. According to Sugiyono, there are three interactive models in data analysis, namely data reduction, data presentation, and conclusions.

1. **Data Collection** A data collection instrument is a tool used in research to collect data and so that the collection is systematic and easy. Research instruments are very important and strategic positions in the overall research activities. With instruments, data will be obtained which is important material to answer problems, find something that will be used to achieve goals and prove hypotheses. The data collected is determined by the variables present in the hypothesis.

Data reduction Data reduction falls under the category of data analysis jobs. Data in the form of field notes (filed notes) is quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing things that matter, looking for pattern themes. Thus the reduced data will provide a clearer picture, and make it easier for researchers to collect further data, and look for it when needed. In reducing data, each researcher will be guided by the goals to be achieved. The main objective of qualitative research is on findings. Therefore, if researchers in conducting research find everything that is seen as foreign, unknown, does not yet have a pattern, it is precisely this that must be the attention of researchers in reducing data. Data reduction is a sensitive thinking process that requires high intelligence and depth of insight.

2. **Display Data** The results of the reduction will be displayed in a certain way for each pattern, category, focus, theme to be understood and understood the problem. The use of display data can help researchers to be able to see the overall picture or certain parts of the research results. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and

the like, narrative text is a type that is often used to present data in qualitative research.

The third step in qualitative data analysis according to Miles and Huberman (2019) is conclusion drawing and verification. The initial conclusions put forward are provisional, and will change if no supporting evidence is found at the next stage of data collection. Thus, conclusions in qualitative research may be able to answer the problem formulation formulated from the beginning, but may not be, because as it has been stated that problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field.

According to Baron

Byrne (2005), prosocial behavior is an act of helping that benefits others without necessarily providing a direct benefit to the action, and may even involve a risk to the person helping him. Dayakisni and Hudaniah (2015) added, prosocial behavior is all forms of behavior that have positive consequences for the recipient, either in the form of material, physical or psychological but do not have clear benefits for the owner. The most obvious form of prosocial is helping behavior. Prosocial behavior includes actions that are coherent:

According to Mussen (2002), Sharing is the willingness to share feelings with others both joys and sorrows. Sharing is provided when the recipient shows difficulty before any action, including variable and physical support. Sharing is not only done by adults, sharing is also done by early childhood. According to the Parenting Generation (2022), the age of 3-5 years is the right time to start teaching children the concept of sharing, because at this age range children have started playing a lot with their peers. Children aged 3-5 years also generally have a better understanding of what adults teach and can follow it.

In terms of sharing, the mother (March 6, 2023) explained "in terms of sharing feelings, children often join in being happy or sad with family members, for example, if their mother cries, she is sad while wiping her mother's tears and not only with mothers and other family members also care, such as brothers, mas, fathers. If it's fun he laughs too, but with outsiders or relatives I rarely see, because of the limitations of children who never play in the house or with members outside the house for fear of ridicule, at least if there are guests of the same age he keeps fighting for toys and his friends cry he usually wants to give in, even if he has met several times for new guests he rarely wants to meet".

Furthermore, the results of an interview with the father on the same date (March 6, 2023) explained that "there is no difficulty in terms of sharing his feelings, but it is difficult to introduce sharing his feelings with outside members". Plus the results of an interview with an older brother on March 15, 2023) added "what families usually do is only introduce and invite children to come out, the rest depends on how the child wants or not, but more often refuses". In addition to family members such as parents and older siblings, researchers also interviewed teachers and peers as outsiders to the household

In an interview with teachers on March 14, 2023, it was stated "AE includes introverted and quiet children, teachers and schools find it difficult to see active learning in terms of sharing, but as far as the school observes, AE always follows the learning process about sharing such as visiting sick friends, wanting to give in to friends, besides that children know their friends' feelings and respond reasonably, use socially acceptable methods and tend to be silent in solving problems, and show tolerance". A peer (March 16, 2023) translated, "AE never played with his friends, but he did play with me and helped me when I cried and drove me home".

Here it can be concluded that 5-year-old children with the initials AE (object of research) have the willingness to share both joys and sorrows with family members at home, family members outside the home, and friends outside the home. Sharing in a state of grief is given when the recipient experiences sadness, difficulties, and others such as children willing to share through empathy when they see others sad, children willing to share help when they see others in need, and so on. Sharing in a state of like is given when the same recipient wants to share likes, for example a child wants to laugh along when others laugh with him. However, in its application, the age of 3-5 years should be the golden age for children to play with their friends, as explained above by the Parenting Generation (2022), the age of 3-5 years is the right time to start teaching the concept of sharing to children, because in this age range children have begun to play a lot with their peers, the rarity of children interacting with members outside the home makes it difficult for parents and teachers to teach about the concept of sharing fully, Insecurity, shyness, and the consequences of body shaming make children become introverted individuals. The results of this interview are supported by the documentation of evidence from the following interviews with parents:



Figure 1. Documentation of the shooting of interviews with parents of children (AE)

b. Cooperation According to Tinne (2012), the prosocial aspect includes cooperation, cooperation here means a person's willingness to cooperate with others to achieve common goals including mutual giving and mutual benefit. Guire (2012) added, cooperation means a relationship between two or more people who are positively interdependent with regard to their goals, so that a person's movement in achieving goals tends to be able to increase the movement of others to achieve their goals. Cooperation is behavior that demonstrates an individual's ability and willingness to cooperate with others, but usually not always for mutual benefit.

As a result of an interview with a kindergarten teacher on March 14, 2023, he said "children are able to show their cooperative attitude through an attitude of being willing to listen to the teacher speak, not easily complaining, not in a hurry, an attitude of waiting for their turn, and being able to regulate themselves, obeying class rules". Furthermore, according to the results of an interview with AE (the object of research) on March 24, 2023) stated "cooperation is if we lift things together, clean up toys and friends don't want to cooperate in cleaning toys, but I often cooperate with my brother, so I don't want to play with friends anymore but play with my brother".

According to peers in an interview (March 16, 2023) stated "cooperation is when you want to be together to settle toys". According to my brother in an interview on March 15, 2023, he explained "in terms of cooperation, my sister is a child who can be worked with, even not infrequently my sister prefers to help and empathize without being asked or asked, for cooperation, my sister is very initiative, for example, if I am injured she will take the initiative to get a plaster, if mother finishes eating she will help carry the glass to the place of dirty dishes".

From the statement above, it can be concluded that children have made a willingness to cooperate with others to achieve goals either common goals or individual goals, behavior that shows the ability and willingness of individuals to cooperate with others, but not always for mu-

tual benefit has been able to master children by camping as expected, both family members at home or family members outside the home state that children are able to be cooperated. Children are able to limit themselves by not wanting to be invited to cooperate if others do not want to be cooperated. The results of this interview are supported by the documentation of evidence from the following interviews with parents:

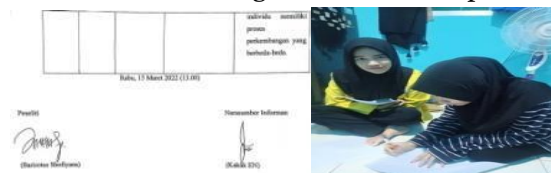


Figure 2. Documentation of the shooting of the interview with the child's older brother (AE)

Donate According to Muchlisin (2021), prosocial behavior is an act of helping that has positive social consequences, and benefits others in the form of material, physical or psychological, creates peace and increases tolerance of life towards others, without having to provide a direct benefit to the action, and may even involve a risk for the person who helps it. Prosocial behavior includes all forms of action that are performed or planned to help others, regardless of the helper's motives. Prosocial behavior includes one of the actions, namely donating. According to Mussen (2002), donating is the willingness to voluntarily give some of his belongings to others in need. In terms of donating, according to the results of the researcher's interview with the child as follows:

According to the results of an interview with children on March 24, 2023, stated "donating is a good act, donating is giving toys, food, drinks, money to others sincerely, I have donated money to buskers with people asking for (beggars)". According to a peer on (March 16, 2023) added "donating is a good thing if I am sincere if I am not sincere is not good, I am often given girl toys with AE". Furthermore, the researcher interviewed mothers as parents on (March 6, 2023) "in terms of donating materials, children already understand and can imitate parents' teachings such as donating to those in need, setting aside toys that are no longer used or girls' toys to donate to those who are more in need,

Father added in the interview results (March 06, 2023) "In terms of contributing ideas, thoughts, or ideas several times the child still does not donate too much, for example if asked where to go this weekend, the child does not give a solution to the name of the place but rather the answer is no and yes to the choices that parents

give as an example when parents say (weekend where is the deck) he is silent, Parents chime in with another question (to Transmart Ya Dek) he will answer (don't want to, many people are embarrassed to be said to be rich girls)". Sister added in an interview (March 15, 2023) "my sister likes to donate money, favors, or toys, but she is very stingy when donating food, drinks or snacks with my housemates".

Furthermore, according to the teacher in the interview results (March 1, 2023) "children have been able to show normal emotional reactions, seen when defending their rights to protect themselves, children are also cooperative with their friends, a little record of children still learning to donate".

Researchers can conclude that the process of child development in the prosocial aspect of indikator contributes as expected, as can be seen from the results of interviews children are able to take helpful actions that have positive social consequences, and benefit others both in the form of material, physical and psychological, create peace and increase tolerance of life towards others, without having to provide a direct benefit to these actions, and may even involve a risk to the person helping him. Have an attitude of willingness to voluntarily give some of their belongings to others in need either with family members in the home or outside members of the home such as peers, the ward, and school. However, child development still has records for parents and teachers so that children contribute more often in terms of food or drink.

According to Astuti Wijayanti (2022), children who are still difficult to donate food or drinks that they have usually occur because of parental parenting, besides that it can happen because of the child's insufficiency in accepting their rights, for example children who are often asked to share food with their siblings are the cause of children who find it difficult to have a donating attitude. The results of this interview are supported by the following documentation of evidence of children's learning outcomes:

NO	ASPEK PERKEMBANGAN
	<p><->Perkembangan bahasa awarde APNA, banyak yang sudah SESUAI HARAPAN diantaranya kemampuan menyimak dan membaca seperti mengucapkan kembali apa yang didengar, melaksanakan perintah yang lebih kompleks sesuai dengan aturan yang disampaikan (misal: aturan untuk melakukan kegiatan memasak ikan), memahami aturan dalam suatu permainan, senang dan menghayati bacan. <->Perkembangan bahasa lainnya yang tampak antara lain, awarde APNA mampu mengungkapkan bahasa secara verbal dan non verbal seperti mengungkapkan keinginan dalam berkomunikasi dengan anak atau orang dewasa, menunjukkan perilaku senang membaca buku beresap buku-buku yang dikasih, mengungkapkan perasaan, ide dengan pilihan kata yang sesuai ketika berkomunikasi kas, menceritakan kembali isi cerita secara sederhana, menjawab pertanyaan yang lebih kompleks, melambungkan sebagian cerita/dongeng yang telah didengarnya, menunjukkan pemahaman konsep-konsep dalam buku cerita, menyebutkan kelompok gambar yang memiliki bunyi yang sama, berkomunikasi secara lisan, memiliki perbandingan kata, serta mengenal simbol-simbol untuk persiapan membaca, menulis dan berhitung, menyusun kalimat sederhana dalam struktur lengkap (pokok kalimat-predikat-keterangan), <-> kemampuan awarde APNA dalam menunjukkan kemampuan keaksaraan awal sudah SESUAI HARAPAN terlihat ia mampu menyebutkan simbol-simbol huruf yang dikasih, membuat gambar dengan beberapa coretan/tulisan yang sudah berbentuk huruf/kata, mengenal suara huruf awal dari nama benda-benda yang ada di sekitarnya, menyebutkan kelompok gambar yang memiliki bunyi/huruf awal yang sama, memahami hubungan antara bunyi dan bentuk huruf, membaca nama sendiri, menuliskan nama sendiri, memahami arti kata dalam cerita, <-></p>

Figure 4. Documentation of children's learning outcomes from Tunas Pancasila Kindergarten

According to Myers (2002), states that the prosocial aspect is the desire to help others without thinking about the interests of one's own interests. Prosocial behavior is an act of helping that has positive social consequences in the form of material, physical or psychological. Helpful behavior is behavior that is intended to benefit rather than to oneself. Dovidio added that helping is an action that has the aim of providing benefits to other parties. Helping means helping to ease burdens (suffering, hardship, etc.), helping in doing something, which can be in the form of energy, time, or financial assistance.

According to a peer in the interview results (March 16, 2023) stated "helping is a good deed but I don't want to help AE if he is ridiculed because I am afraid of being ridiculed". According to the child in the interview results (March 24, 2023) added "please help is a good deed, and I like to help with everyone, I have helped friends who fall and I send them home, I have also helped my mother clean up the bed and I often help my sister clean up my toys to sweep". Furthermore, the mother in the interview (March 6, 2023) said "we have taught the attitude of helping from childhood, by always applying and modeling to children if we must help and we ask for those who are helped to give praise to children in the form of tri-thanks and it is proven that children like to help family members, either by asking or voluntarily".

Furthermore, the father in the interview results (March 6, 2023) added, "for the behavior of helping with members outside our own home, we do not understand, because children never play outside, even if at school, we often live entrusted with relatives, so we cannot monitor, but from the learning results, there are no complaints from the school". Furthermore, the teacher in the results of the interview (March 14, 2023) added that from the child's learning trail, "the attitude of meow can be seen from children who are able to help friends who are in difficulty in a directed manner".

From the results of the interview, it can be concluded that children have been able to adjust the prosocial aspects of helping indicators, the ability of children to have the desire to help others without thinking about their own interests. Comparing with the actions of peers who do not want to help for fear of ridicule reflects that peers do not yet have a helping attitude without thinking about themselves, while children are able to have a helping attitude without thinking about themselves. Children can act to help with the aim of helping ease burdens (suffering, hardship, etc.),

helping in doing something, which can be in the form of energy, time, or financial assistance. For example, according to the narration of children who ease the burden on family members by helping or helping families who are in difficulty. The results of this interview are supported by the following documentation of evidence of children's learning outcomes:



Figure 5. Documentation of children's learning outcomes from Tunas Pancasila Kindergarten

According to Eisenberg (2012), honesty is a form of behavior carried out with true words with actual circumstances without adding or subtracting existing information. The following is the explanation said from several informants from the interview results as follows: According to the child in the interview results (March 24, 2023) stated "I think honesty is very important, because the mother said that lying is a sin and does not go to heaven. I never lied even though I was once invited to lie by my friend, when my friend was playing at my house my friend told me to ask for money to buy firecrackers but I couldn't buy firecrackers by my mother so my friend said to lie said to ask for money to buy snacks, but I didn't want to lie and leave my friend into the house".

Further interviews also conducted with peers (March 16, 2023) "honesty is important if with older people, if with friends and smaller people lying is okay, I've lied to AE, but he's never lied to me". Father as a parent (March 06, 2023) added "I only provide children with good, and honesty is a good thing, but everything comes back to the child's person, but I believe and as far as I know my child is honest, if there is something dishonest I don't blame but I will find out what the rest is for a second chance and the consequences are only in the form of a reprimand".

Based on peer exposure, the concept of honesty is a good thing but only applies to people who are more mature than him, dishonesty can be done if with peers or people younger than him, but according to him, his friend (AE) is a person who behaves honestly, behavior carried out with true words with real circumstances without adding or subtracting existing informati-

on. This is supported by the recognition of the parents and children concerned directly by explaining the real situation and telling real events. Honesty in children cannot be separated from the parents who play an important role by affirming and punishing in the form of firm reprimands as a consequence of children's dishonesty, so that children instill in themselves to apply honesty behavior. The results of this interview are supported by the following documentation of evidence of children's learning outcomes:

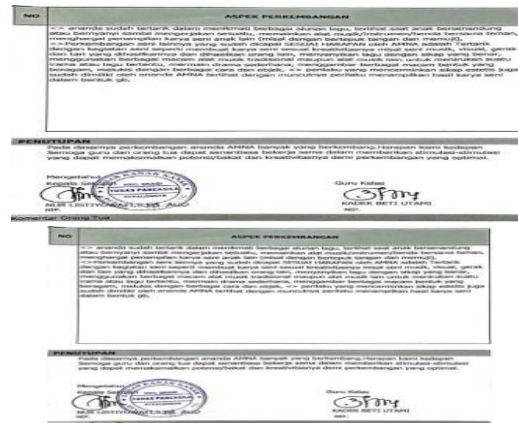


Figure 6. Documentation of taking pictures of children's learning outcomes

Vulnerability According to Fuad Nashori (2008), namely awareness to give help to others. An indicator of the aspect of generosity, namely having awareness to provide assistance in the form of goods and services, and being able to help for the benefit of others. Which means someone with a sincere heart gives all forms of whatever goods the individual has for the needs of others in need. When someone donates, it is certain that they have voluntarily without any compulsion to give anything either money / goods to others with the aim of helping those who experience difficulties. Hudaniah (2009) added, Someone who gives back means, someone will sincerely give the goods they have to be given to people in need.

The researcher interviewed the child about the generosity that the child knew, according to him "benefactor is a person who wants to give, kaya upin ipin collects money to help massage whose house is on fire (excerpt upin ipin film about acts of generosity)" further the researcher asked if giving included generous behavior "yes, but I never relent, because I have a sister, I also don't want to do anything if with my brother I like to cry" (The object of the study, interview, March 24, 2023).

Peneiti also asked their peers the same thing. According to peers "generosity is good

manners, AE is not generous because he is not willing to do it when the line marches" (Peers, interview, March 16, 2023). Adik further said "All learning processes in children including my generosity only help, the rest of the control is regulated by parents, from my vision the child's generous action is when he wants to share some of his property with others, he wants to lower his ego by taking turns in the bathroom with other members, and so on but in practice children tend not to give in to anything including sharing some of their property with family members" (Sister, interview, March 15, 2023).

Disini dapat disimpulkan bahwa anak masih belum memenuhi aspek prososial tentang perilaku kedermawanan sikap ego dan kemauannya yang masih tinggi membuatnya sulit untuk mengendalikan diri, namun dari aspek kedermawanan mengenai materi menurut orang tua sebagai berikut. Menurut ibu "orang tua menjelaskan tentang apa itu kedermawanan lewat contoh perilaku, sebagai contoh orang tua selalu mengajak anak untuk ikut kegiatan membagikan makanan pada acara acara selamatan atau ulang tahun anggota keluarga, selain itu orang tua juga sering menyuruh anak memberi pengamen atau pengemis uang itu menurut saya adalah bentuk kedermawanan, dan anak bisa mengikutinya" (Orang tua, wawancara, 06 Maret 2023).

Furthermore, the researcher asked about generosity to give in, and so on, the father explained "we as parents only reprimand if the child does not want to budge, but in the process at home there is a quarrel between brothers and sisters who we urge to give in to their older brother or the older party" (Parents, interview, March 6, 2023).

In terms of generosity, researchers can conclude that children still have to learn to provide assistance in the form of goods and services, and are able to help for the benefit of others. Which means someone with a sincere heart gives all forms of whatever goods the individual has for the needs of others in need. Apart from the fact that children are the last children, parents take an important role for the development process in the aspect of prososia indicators of generosity, parenting that spoils children makes them less empathetic with others and selfish. The results of this interview are supported by the documentation of evidence from the following interviews with parents: Self awareness

Self-awareness according to Bradberry Greaves (2005) is the ability to understand one's own emotions precisely and accurately in various situations validly and reliably. According to Koes-

wara (2022), Self-awareness or self-awareness is the ability of individuals to be able to identify and understand themselves as a whole, both from nature, character, emotions, feelings, thoughts and ways of adaptation to the environment. indicators of self awareness are as follows:

Self-concept

According to Rogers (2020), according to him self-concept describes an individual's perception of himself and his relationship with objects or other people in his environment. While Mead defines self-concept as an individual's feelings, views, and judgments about himself obtained from the results of interaction with the surrounding environment. We can conclude that self-concept is our way of looking at ourselves. The formation of self-concept can be influenced by the environment. Self-concept is divided into two, namely positive self-concept and negative self-concept. An environment that provides positive support will make it easier for individuals to form a positive self-concept.

Conversely, an environment that provides negative support will form a negative self-concept. The environment will produce stigma and perceptions that can influence a person in determining self-concept. A person who is able to form a positive self-concept, he will easily accept and make peace with himself and his past. This certainly affects a person's behavior. In addition, self-concept is also formed from the experiences, self-behavior, and judgments of others towards individuals. Therefore, it is important for us to assess experiences and environments so that the self-concept we form is correct and positive.

According to the mother "we think children have a negative self-concept, because children tend to be quiet, shy, introverted, not confident, and less socialized with the environment" (Parents, interview, March 06, 2023). sister added "I once drove a child for the first time to school and looked passive even for the introduction of the child's voice softly, and shyly" (Sister, interview, March 15, 2023).

The child himself explained "I like it when my mother or teacher says I'm a good boy, but I don't like it when someone makes fun of me, I don't want to have long hair anymore because if my hair is long everyone is bad with me, later people say I'm like a girl" (Research object, interview, March 24, 2023). The researcher further asked how he feels now, the child replied "I don't like people who once mocked me, I also still remember people who mocked me, and I don't want to be friends with him anymore" (Research

object, interview, March 2, 2023).

From the results of the interview it can be concluded that children have a negative self-concept, based on the observation of children have a negative self-concept not from parenting but from environmental trauma in the form of verbal body shaming both from members inside the house and members outside the home, then researchers interview teachers. "We the school understand the existence and causes of body shaming actions experienced by children, striking physical forms in the form of long hair with male gender causing children to experience body shaming acts. The school always gives an appeal and reprimand to those who criticize, regardless of the monitoring and school hours of the child have become the full responsibility of the parents" (Teacher, interview, March 14, 2023).

A peer added "AE is a quiet and whiny person, he is often teased but he just cries, and because he is often teased AE is rare and unwilling to be invited to play outside again" (Peers, interview, March 16, 2023).

In the aspect of self-awareness in terms of self-concept, it can be concluded that children experience body shaming from family members in the home and outside the home environment which causes children to have negative self-concepts such as quiet, introverted, whiny, shy, and several other insecure traits. Parenting from parents who have tried their best helps build children's self-confidence, while support from the school also helps improve the quality of children to be more courageous as stated Mead defines self-concept as individual feelings, views, and judgments about themselves obtained from interactions with the surrounding environment. The results of this interview are supported by the documentation of evidence from the following interview researchers with older siblings:

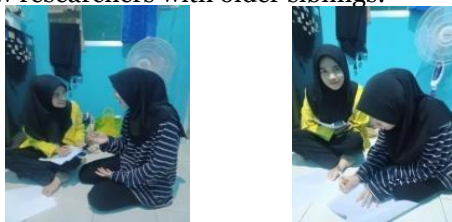


Figure 7. Documentation of shooting interviews with children's older siblings research object (AE)

The process of self-respect Self-awareness is a condition or state where a person can understand himself best, namely awareness of thoughts, self-evaluation, and feelings. Someone who has good self-awareness will be more able to control his emotions easily. The process of self-

respect is when a person becomes aware of some aspects that exist within themselves, but only personally such as thoughts, emotions, and attitudes.

In the results of the researcher's interview with the child, it was seen that some questions were not answered, he just nodded and shook his head without an answer in the form of a sentence and in the observation the researcher drew a temporary conclusion that the child has not valued himself seen from him not wanting to be honest about what he feels, not accepting his shortcomings, and always holding back. In addition, the child also does not respond if anyone mocks him, he tends to be silent and cry without resistance. Further researchers interviewed parents

According to the mother as a parent "in our opinion the child has not fully appreciated himself, the child also often blames his physical condition. Even so, we as parents always give understanding to children if children must be confident by showing their strengths, besides that we as parents also often compare the strengths and weaknesses of family members to build a sense of children's self-feeling" (Parents, interview, March 6, 2023).

Furthermore, according to peers, "mocking is not a good deed, mocking hurts others means not respecting others, I once mocked AE but after that I apologized" (Peers, interview, March 16, 2023). The teacher added "the form of self-respect must be formed, even though it already exists in each individual, but children need encouragement and stimulus to have self-respect, especially for the case of children who have experienced body shaming the level of self-confidence is very thin, the beginning of entering the child does not blend in with his friend looks insecure during introduction, a lowered head, and fear of his abilities. However, with several teaching processes about self-respect, children gradually begin to enjoy and self-confidence emerges which then builds self-respect" (Teacher, interview, March 14, 2023).

Self Esteem is a basis used to build relationships between people that are positive. In addition, the process of respecting oneself is also supported by creativity, the learning process, and a sense of responsibility towards oneself. Self-esteem is a cement that embeds a person's personality into a whole, positive, and effective structure. In every stage or process of a person's life, self-esteem is one of the determining factors that can determine a person's level of ability. And can help him in managing these abilities.

From the results of interviews with some of the informants above about the process of self-

respect, it can be concluded that they have not fully appreciated themselves as seen from the results of interviews with family members and the results of direct observation. But with the learning process, and good development parenting, children gradually begin to accept themselves and begin to be confident, thus children are much better at respecting themselves. The results of this interview are supported by the following documentation of the researchers' interviews with children:



Figure 8. Documentation of shooting interviews with children

Different individual self-identity In the aspect of self-awareness there are different indicators of individual self-identity Multiple selves occur when a person carries out an activity, social relationship, or an interest. If a person is involved in an interpersonal relationship, then they will have two self-concepts. First is the perception of oneself and the perception of others. The second is a different identity that can be seen from the way a person perceives or judges himself. That is, when this part of the self-concept shows who the individual really is and the other side shows self-idealization. This identity can also be referred to as self-awareness in private and public. In addition to the explanation above, there are other opinions regarding the aspect of self-awareness. That is according to Goleman (2006). He revealed that there are three aspects of self-awareness that you need to understand. This means we need to have confidence in ourselves and a strong awareness of our self-worth and abilities. Someone who has this ability will be more courageous to express their beliefs as a way of showing their existence or existence. They are also more willing to express different opinions in public and are willing to sacrifice for the truth. A person with this ability is also able to make appropriate and appropriate decisions even in uncertain circumstances or conditions. According to my sister "I think children who are able to make their own decisions include different individual identities, but if there are children who have not been able to make their own decisions I also do not consider them inferior or have shortcomings, for me every child has their own development, not all white babies, but all babies are adorable, maybe the black ones are fatter and smile cheaper, Everyone has advanta-

ges and disadvantages including my sister, for me long hair is not a drawback, it is an advantage that everyone does not have, including me who is one gene" (Sister, interview, March 15, 2023).

According to peers "I can't make my own decisions yet, because if I make my own decisions scolded by mamah, mamah said I can't be friends with AE because AE is often teased by his friends later if I am friends with him I am also ridiculed, I think we can only be friends with the same person, girls with girls guys with boys" (Peers, interview, March 16, 2023). The teacher further explained "in the teaching and learning process children are given full opportunity to make their own decisions with direction from the teacher, from as long as I teach children there are no children the same all children are different, in one class contains various characters, each child has its own challenges for teachers, such as ananda AE who has an obedient, quiet, and very closed character, teacher hana directs that children are able to improve their confidence with the learning process and always involve him in every game" (Teacher, interview, March 14, 2023).

From the results of the researchers' interviews with informants regarding aspects of self-awareness in terms of different individual self-identity, researchers concluded, children are able to carry out an activity, social relationship, or an interest. Children have different individual identities It can be seen from interviews with informants that almost all informants explained that children have different self-identities such as long hair with the male sex which causes them to be bullied to affect their self-identity as introverted and tend to embrace themselves, but with parenting and handling from cooperation to the school children gradually begin to experience more changes in direction Positive. The results of this interview are supported by the following documentation of children's learning outcomes:



Figure 9. Documentation of children's learning outcomes from Tunas Pancasila Kindergarten

4.4 Procession of the haircutting event
Every time the process of commencement The haircutting event always has a very important

part of the procession led by a traditional expert or elder. Then next to the key informant, namely KH. Ghofur or other elders explain about the procession of the haircutting event, as follows:



Figure 10. Filming documentation with Kyai Al-Ghofur and KH Fadlan (Leader of the haircutting event)

“First take the child to the traditional experts in Krasakageng village or elders who are trusted by the family and understand the trust of the ancestors to explain the stages. At night before the age of 5 years, then the elder will pray for it and cut a little bit of the child’s hair tip to be ritualized by the elder, then in the morning take the child to the market to choose seven types of snacks must the child choose, then prepare tumpeng with seven types of side dishes, cut the child’s hair as usual can be barbered or cut by himself, who then invited seven of his peers as witnesses to the cutting procession, then did a prayer like a thanksgiving procession in general led by the ustad ang will then be distributed, because the ustad in Krasakageng village is the father of the child, then led by his father” (house of KH. Ghofur and KH. Fadlan, October 11, 2022)



Figure 11. Documentation of taking pictures of thanksgiving processions or part of rituals



Figure 12. Documentation of taking pictures of children’s hair before cutting and after cutting

CONCLUSIONS AND SUGGESTIONS

Conclusion Based on the results of data analysis and discussion, the author obtained conclusions that can be drawn from research on the impact of body shaming on the social-emotional development of 5-year-old children (case study of a long-haired boy in Krasakageng village Pekalongan). Based on the results of the analysis and discussion of the data, the author obtained conclusions that can be drawn from research on this. Researchers concluded that child development from the prosocial aspect there are two aspects that children have not been able to master, namely sharing and cooperation, from the aspect of self-awareness children have been able to master all aspects with positive and negative impacts.

Advice

Based on the results of thesis research on “the impact of body shaming on the social-emotional development of 5-year-old children (case study of a long-haired boy in Krasakageng Village, Pekalongan”, researchers provide advice to related parties including:

For parents

For the family or parents, it would be better to often establish communication with children, especially with children about activities or things that the child finds interesting, by opening a chat first the child will be more thinking about getting support and feel that he has someone he trusts. To reduce the impact of body shaming

For peers

For peers, there is an awareness of attitudes for mutual respect, tolerance, care, and empathy with peers or others.

For the community

this research can help prevent body shaming around the environment. Body shaming behavior is not the first to occur but it is also not commonplace, it would be better if we choose the subject of conversation by not commenting on the physique of others.

For future researchers

they can follow up on this research to further in-depth the results of this study and can increase knowledge to provide benefits for themselves, especially and others, related to the impact of body shaming on early childhood mental development.

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