

Improving Children's Social Emotionality by Applying Social Interaction in Learning: Gender-Based at MIS YPI Batang Kuis

Ahmad Mukhlisin*

Sekolah Tinggi Agama Islam Jamiyah Mahmudiyah Langkat, Indonesia

Abstract: The aim of this study is to investigate the effects of implementing gender-based social interaction in learning to enhance children's socio-emotional development at MIS YPI Batang Kuis. This qualitative research involved six participants from Class I, consisting of four boys and two girls. The findings suggest that children's socio-emotional development aligns with parental expectations. Gender-based social interactions at MIS YPI Batang Kuis, located in Bintang Meriah Village, Deli Serdang Regency, contribute to: 1) encouraging sharing among children of both genders; 2) reinforcing adherence to game rules; 3) promoting inclusive play regardless of gender; and 4) exhibiting manners and behavior consistent with local socio-cultural norms. However, certain behavioral deviations, such as hitting, pushing, mocking, and kicking, were noted among both boys and girls. These deviations can be effectively managed with the appropriate guidance from teachers. Notably, such deviant behaviors are more common among younger children.

Article History

Received : 12 Nov 2023

Revised : 05 Mar 2023

Published : 30 June 2023

Key Words:

Emotional, Gender, Learning Effectiveness, Social Interaction.

Copyright

© Saree, Ahmad Mukhlisin

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).

 <https://doi.org/10.47766/saree.v5i1.914>

 Corresponding Author: ahmadmukhlisin231216@gmail.com



INTRODUCTION

Development is a dynamic process of change that occurs in humans, encompassing the enhancement or deterioration of abilities (Moutsiana et al., 2013). This process also applies to children, wherein their capabilities undergo quantitative and qualitative transformations (Vignato, 2012). These changes involve the growth and maturation of body cells, tissues, organs, and organ systems to enable them to fulfill their respective functions (Abdur Rokhim & Abu Bakar, 2021; Sanford, 2017).

In early childhood development, there are notable quantitative changes in mental and psychological aspects (Britto et al., 2017). Children's abilities include responding to parental speech, recognizing adult laughter, acquiring motor skills such as crawling and walking, as well as developing object manipulation skills (Haimovitz & Dweck, 2017) (Suasthi, I. G. A., & Suadnyana, 2020). Social relationships play a pivotal role in facilitating these developmental milestones (Santini et al., 2015).

The child's environment is influenced by the social context surrounding them (Cahill et al., 2022). When children experience a high degree of social interaction within their environment, they are stimulated with encouragement and curiosity. Social relationships refer to the ways individuals interact with others around them and how these interactions impact their development (García et al., 2015; Wibowo, 2016).

The influence of children's social relations within their surrounding environment can have significant effects on their overall development (Parker & Prabawa-Sear, 2019). Positive social interactions can foster healthy growth while negative experiences may hinder progress. It is crucial to recognize the importance of creating supportive social environments that promote positive interactions for optimal developmental outcomes in children (France et al., 2022; Goffman, 2019).

Social interactions play a fundamental role in our daily lives, enabling us to navigate and thrive within society. Similarly, during early childhood, as children venture into broader external environments such as the community, play areas, and school settings (Malelak & Taneo, 2020), it becomes essential for them to develop gender-based interaction skills. This ability to interact and cooperate based on gender is known as interpersonal intelligence (McCorkle & Reese, 2017; Seidman & Alexander, 2020).

Interpersonal intelligence encompasses the cognitive capacity to engage in effective communication with others. It involves leading activities, collaborating in group work, interacting with peers, sharing resources, participating in group games, and more (Oviyanti, 2017). Children who possess interpersonal intelligence demonstrate their abilities when engaging in gender-based play and actively interacting with others through cooperative behaviors such as sharing resources and adhering to established rules (Abdulrachman, 2011). These experiences allow children to gain new insights and broaden their social understanding.

Children who are the same age or behave the same can be said to be the same age. Therefore, peers play a very important role in the development of children. One of its most important functions is to be able to provide new information that children may not know from their families. Children get new experiences from their peers, but it is these experiences that can lead children to be better, or even worse (Wallace, 2017).

Play is a child's world. Playing gender-based children will feel happy, therefore wherever and whenever children will play. Children's playing is a means of transforming potential strengths within themselves into various abilities and skills (Adriana, 2011; Noor, 2020). Maybe playing activities look less useful, but through playing children can understand their environment. Through interactions when children play gender-based, children get new experiences (Haley, 2018).

Based on the aforementioned explanations, it is evident that the surrounding environment significantly influences the growth and development of children, both positively and negatively (Caplan, 1963). However, some parents discourage their children from engaging in play activities due to concerns that interactions with peers may have adverse effects on their development (Nurlelah, 2019). Parents often attribute negative behaviors exhibited by their children to the influence of peers and hold them responsible for such behaviors. Consequently, some parents perceive peer interactions as having a predominantly detrimental impact on children's overall development (Byrd & Luke, 2020; Fowler, 2003).

The observations of child behavior at MIS YPI Batang Kuis, situated in Bintang Meriah Village, Deli Serdang Regency, reveal a wide range of gender-based behaviors among children that contribute to their social and emotional development in both positive and negative ways.

Considering the significance of social interaction in fostering social-emotional development throughout daily life, it becomes imperative to cultivate this aspect from early childhood. Henceforth, this study aims to delve deeper into understanding how gender-based social interactions can enhance socio-emotional development among children at MIS YPI Batang Kuis, located in Bintang Meriah Village, Deli Serdang Regency.

METHODS

This study uses a qualitative approach. A qualitative approach is used so that the author can thoroughly analyze the social-emotional development of children through gender-based social interactions so that they can collect detailed data on the things studied and can describe directly what is seen in the field about children's social-emotional development. The research location was conducted at MIS YPI Batang Kuis, Bintang Meriah Village, Deli Serdang Regency. The east is bordered by residents' houses, in the west it borders on residents' houses, in the south it borders on residents' houses, in the north it borders on residents' houses.

The subjects in this study were children at MIS YPI Batang Kuis, Bintang Meriah Village, Deli Serdang Regency. Six children are still in Class I, namely four boys and two girls. Meanwhile, the informants were teachers at MIS YPI Batang Kuis. Data collection techniques using observation and interviews. Observations were made by directly observing children playing at MIS YPI Batang Kuis. Meanwhile, interviews were conducted with teachers at MIS YPI Batang Kuis. The data analysis technique is the process of processing data obtained from the field. Data collection techniques are the most important stage in a study because at this stage the author can formulate the results of his research. Therefore, there are three steps taken in analyzing the data, namely data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Results

Fundamentalist movements tend to emphasize cultural issues—religion, language, and ethnicity, but also gender, the family, and the position of women (Moghadam, 2019). Based on the results of data collection that the authors obtained in the field, it shows that regarding the social emotional development of children through gender-based social interactions at MIS YPI Batang Kuis, Bintang Meriah Village, Deli Serdang Regency. The author groups into the following themes: (1) gender-based social interaction of children; (2) violence that is often done by children; (3) gender-based children's socio-emotional attitudes; (4) the influence of peer social interaction.

Gender-based Child Social Interaction

Interaction refers to the process of communication between individuals. In the context of gender-based child interaction at MIS YPI Batang Kuis, some children demonstrate positive development by engaging in natural play with their peers, rather than playing alone. Such interactions commonly occur during playtime or within the learning environment.

This interaction usually occurs when playing with peers or during the learning process. However, some children are quiet and obey what their friends say, such as "*Bek wants ngen jih*" even though the child is busy playing.

The author sees children's interactions that are not good, as seen when teachers carry out activities, children often do not follow the rules, sometimes some children invite their friends to violate a mutually agreed rule in learning. Some children cannot respect their friends, such as the words that are often said "*Pu nyan brok, defender wants ngen jih*".

Children who exhibit strong interpersonal intelligence find it easier to engage in gender-based interactions. They possess an enhanced ability to comprehend their peers' perspectives and readily establish meaningful connections with others. Consequently, they tend to have a larger social network of friends due to their adeptness at navigating social dynamics based on gender.

Social interactions are crucial for successful functioning within society (Tahiri, 2019). During early childhood stages within diverse environments like communities or schools, children need to develop interpersonal intelligence specifically tailored toward gender-based interactions. This form of intelligence enables effective communication, facilitates cooperation, and promotes positive engagement among peers through activities such as sharing, respecting rules, and working together. Children who exhibit strong interpersonal intelligence can easily connect with others based on gender, enjoy meaningful friendships, and benefit from enriched social experiences.

When interacting, children have the right to express their opinion. Children are also very easily influenced by the environment, both through emotional social interactions, psychological conditions, and various kinds of events that are easy to remember, even though children have not been able to interact with the environment or their peers.

Violence That Is Often Done by Children

Akers and Edi encompassing acts of violence, represents actions that are commonly witnessed or experienced in everyday life (Akers, 2017; Edin et al., 2008). These acts can take various forms, including hitting, pushing, mocking, kicking, and other behaviors that generate discomfort among those involved.

At MIS YPI Batang Kuis, instances of violence perpetrated by children often involve behaviors such as hitting, pushing, kicking, and mocking. However, it is crucial to contextualize these deviations in behavior within a normal range. Children at this stage of development are still acquiring the necessary skills for appropriate social interactions. They rely on guidance from teachers and parents who play a pivotal role in providing advice and teaching them about proper conduct when engaging with their peers.

It is important to approach these instances of deviant behavior with an understanding that they are part of the learning process for children. Through guidance and consistent reinforcement of positive social norms and values from trusted adults in their lives, children can gradually develop healthier patterns of interaction.

Teachers and parents play a vital role in shaping children's behavior by fostering an environment that promotes positive socialization. By modeling

appropriate conduct, themselves and providing clear expectations for acceptable behavior during interactions with peers, educators create opportunities for children to learn from positive examples.

It is essential to recognize the significance of maintaining open channels of communication between teachers or parents and the child. These channels serve as vital conduits for the exchange of information, ideas, and emotions. They enable adults to understand the child's perspective better, and likewise, allow the child to comprehend the viewpoints and expectations of the adults in their lives.

Encouraging open dialogue is a key component of this communication. Through open dialogue, teachers and parents can not only communicate their expectations but also listen to the child's thoughts, fears, and aspirations. This two-way communication fosters an environment of mutual respect and understanding, allowing the child to feel heard and valued.

By encouraging such dialogue, any concerns or misunderstandings can be addressed promptly. Misunderstandings can occur easily, especially with children who are still learning the nuances of communication. With an open line of communication, these can be quickly identified and clarified, preventing unnecessary distress or confusion for the child.

Open communication and dialogue also provide opportunities to guide the child in expressing emotions healthily and resolving conflicts peacefully. Children often struggle with understanding and expressing their emotions, and conflict can be particularly challenging. By using these communication channels, adults can model and guide the child toward alternative ways to express their emotions or resolve conflicts, promoting emotional intelligence and peaceful conflict resolution.

The significance of open communication channels between teachers or parents and the child cannot be overstated. It is through these channels that we can foster understanding, address concerns, and guide our children toward emotional maturity and peaceful conflict resolution.

Gender-based Children's Socio-Emotional Attitudes

Gender-based social attitudes play a significant role in shaping children's social development, with sharing behavior emerging as a prominent aspect. Children demonstrate their capacity to share based on

gender, willingly engaging in the act of sharing toys during playtime and food during mealtime. This behavior reflects their growing understanding of cooperation and empathy, as they recognize the importance of equitable distribution and fostering positive social interactions.

In addition to sharing, various other noteworthy social developments have been observed among the children at MIS YPI Batang Kuis. One such development is their ability to adhere to game rules, which highlights their emerging sense of fairness and respect for established guidelines. By actively participating in play activities aligned with gender norms, children not only engage in imaginative play but also internalize societal expectations regarding appropriate behaviors associated with their respective genders.

These children exhibit manners and behaviors that align with local socio-cultural values. This suggests that they are acquiring an understanding of societal norms and expectations within their immediate cultural context. By demonstrating appropriate conduct rooted in cultural values, children showcase their growing awareness of the importance of respecting social conventions and fostering harmonious relationships within their community.

Compliance with rules represents a crucial component of a child's socio-emotional development. While children generally display diligence in following established rules, there may be instances where they imitate the behavior of their friends when witnessing them break these agreed-upon rules during shared playtime activities. Such instances highlight the influence peers can have on a child's behavior as they navigate complex social dynamics. Educators and caregivers need to provide guidance during these moments by reinforcing positive rule adherence while addressing any deviations from expected behavior.

The exploration of gender-based social attitudes among children reveals significant developments such as sharing behaviors, adherence to game rules aligned with gender norms, and exhibition of manners consistent with local socio-cultural values. These findings underscore the importance of fostering positive peer interactions while guiding children toward upholding societal expectations through consistent reinforcement. By expanding upon key points within an academic framework, I have aimed to enhance coherence while maintaining clarity throughout the paragraph.

The Effect of Peer Social Interaction

Influence refers to the capacity of individuals to bring about positive or negative changes in others' behavior. The study findings indicate that some children never exert a negative influence on their peers by encouraging actions such as hitting, kicking, mocking, and so forth. However, some children set poor examples through disrespectful behavior, mocking, and kicking. These negative behaviors serve as detrimental models for their peers. When a child fails to appreciate a friend's efforts, the friend may become upset or reject it. Consequently, this behavior tends to be imitated by other children within the group.

The social-emotional development of a child is significantly influenced by the surrounding environment. In this study, it was observed that children often exhibit deviations in their behavior towards their peers, which can be attributed to examples they imitate from their immediate surroundings. For instance, on March 8, 2016, the author witnessed a child displaying inappropriate behavior towards a friend.

The child instructed their friend to apologize to another child who had fallen after being pushed. However, how this instruction was conveyed was not appropriate; it involved anger, rudeness, and yelling. A brief conversation took place between the author and the child who exhibited deviant behavior. The author asked, "*Son, why did you apologize with such anger?*" The child responded somewhat harshly by saying "Let him want to be friends." The author further inquired about where the child had seen such behavior being displayed angrily during an apology. The child replied by referring to television as a source of influence.

Based on this incident, it can be inferred that technology (specifically television) also plays a role in shaping children's social-emotional development. Television's influence often manifests in negative ways like the attitude demonstrated by the aforementioned child. Furthermore, television can impact peer interactions as children may imitate deviant actions or behaviors observed on screen since children tend to be highly impressionable.

DISCUSSION

Gender-based Child Social Interaction

This study's findings highlight the importance of early interventions addressing unhealthy social attitudes, promoting positive peer interactions, and fostering healthy socio-emotional development among young children within their social contexts.

Parents are instrumental in facilitating children's social-emotional development. Particularly during grade I, a critical phase of moral development, children begin distinguishing between right and wrong, with parents acting as primary influencers and guides.

The social environment provides a wealth of experiences contributing to children's social-emotional growth. Each interaction offers new learning opportunities, enabling children to assimilate information and mimic behavioral patterns. Driven by innate curiosity, children actively engage with their environment, internalizing behaviors observed from significant figures like parents or caregivers.

Parents act as important role models by exhibiting appropriate social behaviors and values within the child's immediate environment. Through consistent demonstration of positive interactions, empathy, respect, and ethical conduct, parents provide invaluable guidance that shapes the child's understanding of acceptable social norms. By fostering an atmosphere conducive to healthy emotional expression and cultivating strong interpersonal skills within the family unit, parents establish a solid foundation for their child's future social-emotional well-being.

Parental involvement extends beyond direct modeling; it encompasses guiding discussions about moral dilemmas or challenging situations encountered by the child. By engaging in open dialogue with their children about ethical decision-making processes or reflecting on past experiences together, parents facilitate critical thinking skills necessary for moral reasoning development.

The pivotal role played by parents in fostering social-emotional development cannot be overstated. Children at this stage heavily rely on parental guidance to navigate moral complexities. Parents serve as influential figures who shape behavior through modeling positive interactions. Moreover, parental involvement extends beyond modeling; it involves

engaging in meaningful discussions that cultivate critical thinking skills essential for moral reasoning. The combined efforts of parents in creating a nurturing environment significantly contribute to a child's holistic growth.

The social-emotional development of children through gender-based social interaction, several notable outcomes emerge. Some children demonstrate the ability to share with their friends, display respect towards others, empathize with their friends' emotions, engage in mixed-gender play activities, and adhere to game rules.

This study provides empirical evidence supporting the importance of targeted interventions aimed at promoting positive peer interactions and fostering healthy socio-emotional development among younger children within their social contexts. The role of parents as influential figures in shaping social-emotional development is crucial, as they serve as primary role models and guides for children navigating moral complexities. By creating a nurturing environment and engaging in open discussions, parents contribute significantly to their child's moral reasoning and critical thinking skills. These findings have implications for understanding the mechanisms underlying social-emotional development and can inform the design of effective interventions to enhance children's social-emotional well-being.

Violence that is often done by children

This study revealed instances of violence among the subjects, which primarily manifested as hitting, pushing, mocking, and kicking. Deviant behavior encompasses acts of violence that individuals display or witness in their daily lives. Such violence can take the form of both verbal and physical aggression. The occurrence of violence can be attributed to children's limited ability to regulate their emotional and social well-being effectively. Consequently, children engage in negative behaviors such as hitting and kicking.

Instances of violence observed among children at MIS YPI Batang Kuis, such as mocking and a lack of respect for peers, can still be addressed and rectified. Researchers have identified potential avenues for guiding the subjects towards more positive directions. It is important to recognize that some children have not been significantly influenced by these negative behaviors.

It is observed that younger children often acquire deviant behavior from older peers within their social circles. This phenomenon becomes apparent when younger children frequently experience violent treatment from older counterparts who perceive their actions as justified or acceptable. Consequently, younger children tend to imitate and replicate these behaviors they witness from older individuals. As a result of this peer influence and treatment experienced by younger children, unhealthy social attitudes are often exhibited.

The findings highlight the crucial importance of taking proactive measures to address and rectify unhealthy social attitudes during the early stages of development. It is imperative to implement targeted interventions that are specifically designed to foster positive peer interactions and nurture healthy socio-emotional growth among younger children within the context of their social environments.

By identifying and addressing these negative social attitudes early on, we can effectively intervene and provide the necessary support and guidance to help children develop more positive and constructive social behaviors. Through targeted interventions, such as social skills training, conflict resolution strategies, and promoting empathy and understanding, we can create an environment that encourages healthy relationships and emotional well-being.

These interventions play a vital role in equipping children with the necessary tools and skills to navigate social interactions, manage conflicts, and develop empathy towards others. By focusing on promoting positive peer interactions, we can foster a sense of belonging, cooperation, and mutual respect among children. This, in turn, contributes to the overall enhancement of their socio-emotional development and lays a solid foundation for their future social interactions and relationships.

Therefore, educators, parents, and policymakers must recognize the significance of early intervention and invest in targeted programs that promote positive social attitudes and behaviors among younger children. By creating an environment that supports and nurtures healthy socio-emotional development, we can empower children to thrive socially and emotionally, leading to positive outcomes in their personal and social lives.

Gender-based Children's Socio-Emotional Attitudes

The children at MIS YPI Batang Kuis in Bintang Meriah Village, Deli Serdang Regency, demonstrate positive emotional-social attitudes. They exhibit behaviors such as respecting others, sharing, acknowledging and respecting the rights, opinions, and works of individuals, adhering to game rules, showing empathy towards others' emotions and experiences, displaying appropriate manners aligned with local cultural values, and maintaining a tolerant attitude.

Children with high social skills tend to have an easier time forming friendships. Girls show higher levels of social emotionality compared to boys. Overall, the children display positive emotional attitudes and social competencies.

These findings indicate that the children at MIS YPI Batang Kuis have developed commendable emotional-social abilities. Their ability to respect others' perspectives and rights reflects an understanding of inclusivity and fairness in relationships. The willingness to share demonstrates cooperation and empathy towards peers. Adhering to game rules showcases self-regulation skills while contributing to group order. Displaying empathy highlights their ability to understand and emotionally relate to others' experiences or challenges.

Exhibiting appropriate manners consistent with local cultural values signifies appreciation for societal norms and sensitivity towards cultural diversity within their community. The presence of a tolerant attitude indicates openness towards accepting individual differences, emphasizing the importance of inclusive environments valuing diverse perspectives.

While there may be variations in social emotionality between genders, it is important not to generalize these findings universally due to the unique developmental trajectories of each child. However, overall observed emotional attitudes among these children are favorable, suggesting a foundation for healthy socio-emotional growth.

The scientific expansion emphasizes the positive emotional-social attributes displayed by children at MIS YPI Batang Kuis while recognizing potential gender differences without overgeneralizing.

The role of family in shaping gender role development is profound, with parents often unconsciously transmitting their preconceptions about gender to their children. This family setting represents the initial and most

influential social arena where children begin to form their understanding of gender roles.

Parents, as primary caregivers, and influencers, crucially shape children's primary socialization process, including gender-related societal norms. Children observe and internalize parents' behaviors and attitudes, subtly inferring gender role expectations from parental interactions, task division, choice of toys, activities, and language use. These early family experiences shape children's gender role perceptions, influencing their behaviors and expectations throughout life.

In essence, the family setting serves as a powerful stage for gender role development, with parents playing a critical role in transmitting societal norms and expectations about gender. It is within this initial social environment that children gain their first understanding of gender roles, influencing their actions and behaviors in their subsequent interactions within broader society.

Effect of Peer Social Interaction

Peer social interaction is pivotal to individuals' emotional and social development, providing a platform for children to gain new knowledge and experiences. The influence of various factors, including the community, family, and school environments, and media exposure, particularly television, on children's social-emotional development (Prayoga, 2017). These contexts offer unique opportunities for shaping social behaviors and attitudes. Particularly, children's propensity to mimic television content suggests the potential of media to influence their development and behaviors.

These findings highlight the intricate interplay between various environmental factors and their influence on children's social-emotional development. The community, family, school, and media environments all contribute significantly to the socialization process, shaping children's understanding of social relationships, norms, and behaviors. Parents, educators, and policymakers must be mindful of these influences and design interventions and strategies that promote positive social interactions and provide children with healthy and constructive developmental experiences.

Peer social interaction plays a pivotal role in the emotional and social development of individuals. The influence of various factors, such as the family, school, community, and media environments, are instrumental in shaping children's social-emotional development. Understanding these influences can guide efforts to create nurturing environments that foster positive social interactions and support the healthy growth and development of children.

CONCLUSION

Research conducted at MIS YPI Batang Kuis in Bintang Meriah Village, Deli Serdang Regency, concludes that children's socio-emotional development generally aligns positively with parental expectations. The study identifies key aspects of socio-emotional development through school-based gender interactions, including sharing abilities, adherence to game rules, engagement in play activities, and behavioral conformity to local socio-cultural values, irrespective of gender. However, deviations such as hitting, pushing, mocking, and kicking were observed in both genders. Teachers play a vital role in addressing these through guidance, with younger children exhibiting more deviant behavior.

Recommendations:

Parents should not discourage or forbid their children from engaging in gender-based social interactions since these interactions contribute to the development of social-emotional skills. However, parents should serve as guides to direct their children towards positive experiences, while emphasizing the importance of emotional-social intelligence from an early age. Teachers should actively monitor and guide children's socio-emotional development within the school environment. They have a significant role in fostering emotional-social intelligence among students by providing appropriate support and guidance.

REFERENCE

- Abdulrachman, S. M. (2011). Integrating Spiritual Dimension in Sustainable Development Strategy an Islamic Perspective. *OIDA International Journal of Sustainable Development*, 2(11), 51–64.
- Abdur Rokhim, A., & Abu Bakar, M. Y. (2021). Studi Komparasi Konsep Pendidikan Anak dalam Islam Menurut Buya Hamka dan Abdullah Nashih Ulwan. In *Al Murabbi* (Vol. 6, Issue 2). Program Studi Pendidikan Agama Islam Fakultas Agama Islam Universitas
- Adriana, D. (2011). *Tumbuh kembang dan Terapi Bermain pada Anak*. Salemba Medika.
- Akers, R. L. (2017). *Social Learning and Social Structure*. Routledge. <https://doi.org/10.4324/9781315129587>
- Britto, P. R., Lye, S. J., Proulx, K., Yousafzai, A. K., Matthews, S. G., Vaivada, T., Perez-Escamilla, R., Rao, N., Ip, P., Fernald, L. C. H., MacMillan, H., Hanson, M., Wachs, T. D., Yao, H., Yoshikawa, H., Cerezo, A., Leckman, J. F., & Bhutta, Z. A. (2017). Nurturing Care: Promoting Early Childhood Development. *The Lancet*, 389(10064), 91–102. [https://doi.org/10.1016/S0140-6736\(16\)31390-3](https://doi.org/10.1016/S0140-6736(16)31390-3)
- Byrd, R., & Luke, C. (2020). *Counseling Children and Adolescents*. Routledge. <https://doi.org/10.4324/9781351133159>
- Cahill, M., Hoffman, H., Ingram, E., & Joo, S. (2022). Supporting School Readiness Through Librarian-Child Interactions in Public Library Storytimes: An Analysis of Assessment Scores and Influential Factors. *Early Childhood Education Journal*, 50(1), 11–19. <https://doi.org/10.1007/s10643-020-01133-6>
- Caplan, G. (1963). Types of Mental Health Consultation. *American Journal of Orthopsychiatry*, 33(3), 470–481. <https://doi.org/10.1111/j.1939-0025.1963.tb00381.x>
- Edin, K. E., Lalos, A., Högberg, U., & Dahlgren, L. (2008). Violent Men. *Journal of Interpersonal Violence*, 23(2), 225–244. <https://doi.org/10.1177/0886260507309342>
- Fowler, E. (2003). *Literary Character*. Cornell University Press. <https://doi.org/10.7591/9781501724169>
- France, J., Milovanovic, J., Shealy, T., & Godwin, A. (2022). Engineering Students' Agency Beliefs and Career Goals to Engage in Sustainable

- Development: Differences between First-year Students and Seniors. *International Journal of Sustainability in Higher Education*, 23(8). <https://doi.org/10.1108/IJSHE-04-2021-0161>
- García, J. A., Rodríguez-Sánchez, R., & Fdez-Valdivia, J. (2015). Social Impact of Scholarly Articles in a Citation Network. *Journal of the Association for Information Science and Technology*, 66(1), 117–127. <https://doi.org/10.1002/asi.23156>
- Goffman, E. (2019). On Face-Work: An Analysis of Ritual Elements in Social Interaction. *Omran For Social Sciences*, 30.
- Haimovitz, K., & Dweck, C. S. (2017). The Origins of Children's Growth and Fixed Mindsets: New Research and a New Proposal. *Child Development*, 88(6), 1849–1859. <https://doi.org/10.1111/cdev.12955>
- Haley, C. W. (2018). *The Subject of Human Being*. Routledge. <https://doi.org/10.4324/9781315642499>
- McCorkle, S., & Reese, M. J. (2017). *Personal Conflict Management*. Routledge. <https://doi.org/10.4324/9781315453811>
- Moghadam, V. M. (2019). Introduction: Women and identity politics in theoretical and comparative perspective. In *Identity Politics and Women* (pp. 3–26). Routledge.
- Moutsiana, C., Garrett, N., Clarke, R. C., Lotto, R. B., Blakemore, S.-J., & Sharot, T. (2013). Human Development of the Ability to Learn from Bad News. *Proceedings of the National Academy of Sciences*, 110(41), 16396–16401. <https://doi.org/10.1073/pnas.1305631110>
- Noor, T. R. (2020). Mengembangkan Jiwa Keagamaan Anak (Perspektif Pendidikan Islam dan Perkembangan Anak Usia Dini). *KUTTAB*, 4(2). <https://doi.org/10.30736/ktb.v4i2.269>
- Nurlelah, N. (2019). Dampak Bullying Terhadap Kesehatan Mental Santri (Studi Kasus di Pondok Pesantren Darul Muttaqien Parung). *Fikrah: Journal of Islamic Education*, 3(1). <https://doi.org/https://doi.org/10.32507/fikrah.v3i1.448>
- Parker, L., & Prabawa-Sear, K. (2019). *Environmental Education in Indonesia*. Routledge. <https://doi.org/10.4324/9780429397981>
- Prayoga, R. (2017). Ekspansi Desa dan Implikasinya Terhadap Kehidupan Sosial Budaya Masyarakat: (Studi Pada Masyarakat “Kundi Bersatu” Kecamatan Simpang Teritip Kabupaten Bangka). *Society*, 5(2), 84–99.

<https://doi.org/10.33019/society.v5i2.56>

- Sanford, N. (2017). *Self and Society: Social Change and Individual Development*. Routledge.
- Santini, Z. I., Koyanagi, A., Tyrovolas, S., Mason, C., & Haro, J. M. (2015). The Association Between Social Relationships and Depression: A Systematic Review. *Journal of Affective Disorders*, 175, 53–65. <https://doi.org/10.1016/j.jad.2014.12.049>
- Seidman, S., & Alexander, J. C. (Eds.). (2020). *The New Social Theory Reader*. Routledge. <https://doi.org/10.4324/9781003060963>
- Suasthi, I. G. A., & Suadnyana, I. B. P. E. (2020). Membangun Karakter “Genius” Anak Tetap Belajar Dari Rumah Selama Pandemi Covid-19 Pada Sekolah Suta Dharma Ubud Gianyar. *Cetta: Jurnal Ilmu Pendidikan*, 3(3), 431–452. <https://doi.org/https://doi.org/10.21009/PIP.342.9>
- Tahiri, H. (2019). *Fatima Mernissi: Islamic Feminism and the Reinterpretation of Hadith as an Agent of Social Change*.
- Vignato, S. (2012). Devices of Oblivion: How Islamic Schools Rescue ‘Orphaned’ Children from Traumatic Experiences in Aceh (Indonesia). *South East Asia Research*, 20(2), 239–261. <https://doi.org/10.5367/sear.2012.0107>
- Wallace, B. (2017). Book Review: Extra Challenge for Able Learners: Enrichment Activities to Promote Home–School Collaboration. *Gifted Education International*, 33(1), 87–88. <https://doi.org/10.1177/0261429413485395>
- Wibowo, N. (2016). Upaya Peningkatan Keaktifan Siswa Melalui Pembelajaran Berdasarkan Gaya Belajar di Smk Negeri 1 Saptosari. *Elinvo (Electronics, Informatics, and Vocational Education)*, 1(2), 128–139. <https://doi.org/10.21831/elinvo.v1i2.10621>

Copyright Holder :

© Ahmad Mukhlisin (2023).

First Publication Right :

© Saree: Research in Gender Studies

This article is under:

