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ANALYSIS OF DELAYS IN EMOTIONAL DEVELOPMENT AND INDEPENDENCE OF CHILDREN AGED 5-6 AT RA ZAYYAD AZ-ZAHRA TEMBELOK

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ABSTRACTS	ARTICLE INFO
<p>The purpose of this study was to determine the emotional development and independence of children aged 5-6 and the causes of delays in emotional development and independence in children aged 5-6 at RA Zayyad Az-Zahra Tembelok. This study used a qualitative descriptive approach. Data collection techniques used three methods: observation, interviews, and documentation. Data analysis was carried out through data reduction, data presentation, and verification. Data validity checked through diligent observation and triangulation. Based on research conducted by researchers at RA Zayyad Az-Zahra Tembelok, the emotional development and independence of children aged 5-6 years were determined. Three children (AY, KAT, and M) were not yet fully developed emotionally, such as not being able to control their feelings, not being able to demonstrate self-confidence, not being able to understand rules and discipline, not being able to share, help, and assist friends, and not being able to show empathy. Meanwhile, in terms of independence, they were not yet able to tie and untie their own shoelaces, eat and drink independently, use the toilet independently, and do their own homework. Factors contributing to delays in emotional development include learning experiences, learning by imitation, and environmental factors. Factors contributing to delays in independence include parenting styles, gender, and genes/heredity.</p>	<p>Article History: Received: October 13th 2025 Revised: October 26th 2025 Published: October 2025</p> <p>Keywords: Delays, Emotional, Independence.</p>

INTRODUCTION

Children are a trust from God to every parent. The future of a nation rests on them, so various measures are taken to prepare for their future. Early childhood is a group of children undergoing a unique growth and development process, each possessing unique characteristics. Children are not miniature adults; they have their own developmental stages and milestones, distinct from those of adolescents and other adults. Therefore, they must be treated appropriately. To achieve optimal development, children require parental supervision and support.

Parents need to pay attention to their children's development from an early age, including the development of religious and moral values, cognitive development, physical

motor skills, artistic development, language development, and social and emotional development. In addition to parents, early childhood education institutions are essential for developing and nurturing a superior and high-quality generation for the future. As modern times become more demanding, high-quality generations are needed. A high-quality generation will be created when we pay attention to children's development from an early age, including emotional development and independence.

The developmental tasks of early childhood should include developing self-acustoming and developing basic skills. This includes religious and moral development, social and emotional development, and independence. Meanwhile, in developing basic knowledge, it develops: physical motor development, cognitive development, language development and art development.

Emotional development and independence in early childhood are crucial, as emotions significantly impact behavior. They typically respond to external and internal stimuli. These emotions include feelings of joy, sadness, anger, and so on. The stronger the pressure, the greater the physical imbalance that is required to engage in certain activities. If activities align with a child's emotions, they will enjoy them, mentally improving their concentration and activity levels. Psychologically, this will positively contribute to increased motivation, interest, and independence. Golemen (Hidayati) states that emotionally intelligent individuals possess the ability to recognize their own and others' emotions, manage their own emotions, motivate themselves to recognize others' emotions, and develop relationships. Many children express their emotions excessively when their needs are not met, struggle to empathize with friends' difficulties, and become excessively jealous when they feel they are receiving insufficient attention from teachers. These behaviors point to low emotional intelligence. Emotional development is closely related to a child's independence.

In general, independence, as proposed by Hasan Alwi et al., in a book by Novan Ardy Wiyanti, is defined as a state in which an individual can stand alone without relying on others. Specifically, in the context of children aged 5-6, Anita Lie and Sarah Prasasti define independence as a child's ability to carry out daily activities and tasks alone or with minimal guidance, appropriate to the child's developmental stage and capacity. Therefore, independence is the effort to carry out various activities independently without involving others.

Children aged 5-6 are usually able to control their emotions (recognize their own feelings and those of others) and are also self-sufficient, meaning they can complete tasks independently. Based on initial observations at RA Zayyad Az-Zahra, the reality is that most students there are not expected by their parents; they can socialize with their peers, complete their own assignments, and eat independently. Their high self-confidence makes them accustomed to carrying out activities without the involvement of parents or teachers. However, behind all this, there are several children who have attracted researchers' attention: those who still refuse to interact with their peers, those who cannot be separated from their parents, and those who cannot use the toilet alone. Based on an interview with a teacher at RA Zayyad Az-Zahra Tembelok for the 2023/2024 academic year,

We prioritize emotional development and independence in our students. Most students are not expected to be dropped off at school, just dropped off and picked up. Some even refuse to be picked up. Thankfully, our students are able to do things on their own, share and care for each other, obey rules and follow habits like the name day and the Duha prayer every morning, and are able to control their emotions. However, there are still challenges for some students: those whose parents are still waiting for them, those who are unwilling to play with their friends, and those who are unable to control their emotions. This has led to delays in their emotional development and independence.

Based on the results of the interview above, the emotional development and independence of children at RA Zayyad Az-Zahra are highly prioritized so that on average the children there develop their emotional development and independence well according to their developmental stage, however, there are some children who have not been able to develop well in their emotional development and independence so that researchers are interested in conducting deeper research related to the analysis of delays in emotional development and independence of children aged 5-6 years.

RESEARCH METHOD

In this qualitative study, the type of research used is descriptive research, where descriptive research interprets the current situation. This research concerns existing conditions or relationships, prevailing practices, ongoing processes, and ongoing and evolving influences or trends. The purpose of descriptive research is to describe the situation as it was occurring at the time of the research. By using a descriptive approach, the researcher intends to determine the factors causing some students at RA Zayyad Az-Zahra Tembelok to experience delays in emotional development and independence. Data sources are the most important part of research because they are the subjects from which primary and secondary data can be obtained. To analyze the data obtained, the researcher used the interactive analysis model by Miles and Huberman. Miles and Huberman stated that "activities in qualitative data analysis are carried out interactively and continuously, until data saturation is reached." The activities in data analysis include: data reduction, data display, and conclusion drawing/verification.

RESEARCH RESULTS AND DISCUSSION

Referring to the characteristics of the development of independence in children aged 4-5 years, researchers found several findings related to the development of independence in children aged 5-6 years, which has not yet been optimally developed in children aged 5-6 years. In this study, three subjects were selected: subject 1 AY, subject 2 KAT, and subject 3 M.

1. Analysis of the development of independence in subject 1
 - a. Tying and untying shoelaces independently

Teaching children from an early age, including dressing and untying their own shoes, will foster this habit. From an early age, children quickly grasp and imitate what is taught. Based on the researcher's observations, AY still needs help from his

parents when putting on his socks. This is clarified by the opinion of Mrs. N, who said, "Because his parents are still waiting for him, when he wants to put on his socks, he... still helped by parents, because AY is too spoiled by his parents."



Figure 1. AY Is helped to wear shoes

This was reinforced by an interview conducted by the researcher with Mrs. S, AY's mother, who stated: "I still help AY when he puts on his socks and shoes, because otherwise he takes a long time."

b. Able to eat and drink independently

At the age of 5-6, children should be able to do things that will become habits, one of which is eating independently. However, the reality, based on the researcher's observations, is that AY is still being fed when he wants to eat. This was clarified by the principal, who stated: "AY is still a challenge for us in terms of his independence. Every day he has to be waited on and fed when he wants to eat."

Furthermore, Mrs. K stated: "Yes, it's true that AY has been fed since he first started school, but sometimes he wants to eat on his own." The researcher also interviewed AY's mother, Mrs. S, who stated: "I still feed AY when he eats, because otherwise he won't eat. Even if I do, I have to give him toys, especially gadgets."

c. Able to go to the Toilet Alone

Children aged 5-6 years are accustomed to defecating and urinating independently without assistance. However, at RA Zayyad Az-Zahra, there are still children aged 5-6 who are unable to do so independently. Researchers' observations indicate that, in addition to not being able to put on their own shoes, AY is also unable to urinate and defecate independently. Researchers observed that during the learning process, AY suddenly needed to go to the bathroom and immediately went outside to find his mother, who accompanied him. This observation was reinforced by an interview with Mrs. N, who stated that:

AY is not yet brave enough to go to the bathroom alone. Therefore, when he needs to go, he will spontaneously run outside to find his mother because he doesn't

want help from anyone other than his mother. So, AY's mother waits for him every morning until it's time to go home.

This was further clarified by an interview with Mrs. S, who stated that: "At home, AY always has an accompaniment when he goes to the bathroom because he's afraid to be alone."

d. Able to Complete Assignments Independently

A child aged 5-6 should be able to complete school assignments, which are their responsibility to complete. However, researchers found that at RA Zayyad Az-Zahra, AY still relies on his parents to complete his assignments, suggesting that the child is not yet capable of completing his assignments independently. An interview with Mrs. K stated that:

When given assignments, AY is unable to complete them independently. He remains silent and doesn't do anything. He also always says he can't do them, which leads to his never-ending work. Therefore, teachers provide guidance, such as approaching and sitting next to AY and assisting him with his assignments. AY's fine motor skills are still lacking when it comes to assignments, so his hand is still weak when writing, requiring assistance.

In addition to interviews with teachers, researchers also interviewed AY's parents. Mrs. S, AY's parent, stated, "At home, I always ask what has been taught at school and check the assignments given. Then I teach AY how to do them because without company, AY refuses to do his assignments."

2. Analysis of the development of independence in subject 2

a. Tying and untying shoelaces

Based on observations made by the researcher, KAT still received assistance from his caregiver when putting on his socks. This was clarified by Mrs. N's statement, which stated: "KAT is still waited for by his caregiver, which means that when KAT comes home from school and wants to put on his socks and shoes, he still needs assistance from his caregiver."



Figure 2. KAT being helped to put on his shoes by his caregiver

This was confirmed by an interview with Mrs. S.K., KAT's caregiver, who stated, "Because I take care of KAT from the moment he wakes up until he goes to bed, I still help him put on his clothes, socks, and shoes when he's about to go to school. This is due to his parents' demands and his laziness in doing things on his own." Therefore, it can be concluded that KAT is not yet able to put on his own clothes and socks.

a. Able to eat and drink independently

From the researcher's observations, KAT is still fed by his caregiver when eating. The principal of RA Zayyad Az-Zahra stated that:

KAT remains a challenge for us because he is still cared for by his caregiver. The strict parenting style employed by his parents, however, is at the child's cognitive development level, while his independence still requires assistance from his caregiver.

The researcher also interviewed KAT's caregiver, Mrs. S.K., who stated that: "I always feed KAT when he wants to eat, because if I don't, he never finishes his food, and I get scolded when he doesn't finish it."

Therefore, it can be concluded that KAT is not yet able to eat and drink independently.

b. Able to use the toilet independently

From the researcher's observations, KAT is not only unable to dress and wear socks on his own, but also unable to use the toilet independently. This was evident during a break observation. When KAT had just finished eating and wanted to go to the bathroom, without asking for help, Mrs. S.K. immediately embraced KAT and carried him to the bathroom while carrying him. This was further clarified by an interview with Mrs. S.K., KAT's caregiver, who said, "If KAT wants something, especially to go to the toilet, I already know what to do. I always help him go to the toilet at home, otherwise my parents would get angry. KAT is very pampered and not allowed to do it alone. As his first and only child, his parents do not allow him to do anything alone without company."

So, KAT is not yet able to use the toilet on his own without the help of his mother, S.K., as his caregiver.

3. Analysis of the development of independence in subject 3

a. Tying and untying his own shoelaces

Teaching children from an early age, including putting on their own clothes and socks, will help them become accustomed to doing so. From an early age, children quickly grasp and imitate what they are taught. Based on the researcher's observations, M still receives help from his parents when putting on his socks, but

M sometimes learns to put them on himself. This is clarified by Mrs. N's opinion, who stated that:

Because his parents are still waiting for him, M still needs help from his parents when he comes home from school to put on his socks. However, he sometimes puts them on himself when his mother is waiting. If his father is waiting, he always gets help putting them on.

This was reinforced by an interview with M's parents. Mrs. A revealed, "I still help M from waking up, bathing, and putting on his school supplies, because his father always tells me to."

So, we can conclude that out of the many students at RA Zayyad Az-Zahra Tembelok, three children are unable to put on their own socks and shoes, one of whom is M.

b. Able to eat and drink independently

From the researcher's observations, M is one of the students unable to eat independently. When M wants to eat, he cries for his mother to feed him. The principal stated, "M is still fed by his mother because his father spoils him too much and doesn't let him do anything on his own, so he still has to be spoon-fed." The researcher also interviewed M's mother, Mrs. A, who stated, "M sometimes eats by himself, but when he's with his grandmother and father, he starts to act spoiled and refuses to do it himself, so his grandmother and father always feed him."

c. Able to go to the toilet alone

In addition to not being able to put on his own shoes, M also hasn't been able to urinate or defecate on his own. Mrs. N stated, "M isn't able to go to the bathroom alone yet. If his mother waits for him at school, he's taught to do it himself, but if his father never does it himself."

This was confirmed by an interview with Mr. Ardi, who said:

At home, I don't allow M to do anything by himself. So, if I don't help him, I ask his mother. Sometimes his mother says to let M do it himself so he can learn. However, I'm sure that when he's older, he'll be embarrassed to be helped to go to the toilet and will do it himself. Because now, he still wants help, which means it's not yet time for him to do it himself.

d. Able to do his own homework

From the interview the researcher conducted with Mrs. K, it was revealed that: M can actually do his homework on his own, but he always makes excuses to get help. For example, when I give him a letter assignment, he always says he can't, and I try to help him, but when I do, he does it alone.

Mrs. A also said that:

M can actually complete his homework on his own, but he always makes excuses so I don't force him. Likewise, his father always defends me when I tell him to do something, so M has to be accompanied when doing homework.

Therefore, it can be concluded that AY and M still need help with schoolwork due to their indulgent parenting style, which leads to the child's inability to practice and a lack of fine motor skills.

CONCLUSION ³⁶

Based on the research results, three children aged 5-6 years, namely AY, KAT, and M, experienced delays in emotional development and independence. 1) In terms of emotional development, AY, KAT, and M were unable to control their feelings. Furthermore, they were unable to demonstrate self-confidence, were unable to understand rules and discipline, were unable to share and help friends, and were unable to show empathy towards others. 2) In terms of children's independence development, AY, KAT, and M were unable to develop these characteristics properly. They were unable to tie and untie their own shoelaces, eat and drink independently, go to the toilet independently, and complete their own homework. 3) The causes of the delayed emotional development of AY, KAT, and M included learning experiences, learning by imitation, and environmental factors. The causes of delayed independence included parenting styles, gender, and genes/heredity.

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