



An Examination of Student Development: The Psychological, Physical, Cognitive, Socio-Emotional, Sexual, and Language Dimensions

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Abstract

Introduction to The Problem: The trajectory of child development constitutes a fundamental pillar in shaping the future quality of life for individuals. **Purpose:** This study comprehensively addresses the developmental dynamics of children from early childhood (2–6 years) through middle-to-late childhood (6–11 years), emphasizing five core dimensions: physical, cognitive, socio-emotional, linguistic, and sexual development. **Design/methods/approach:** Employing a qualitative approach based on a comprehensive literature review, this study explores various theories and expert perspectives to understand the specific developmental characteristics and needs of children at each stage of age. **Findings:** The review findings demonstrate that during early childhood, children experience a surge in motor and linguistic development, as well as the acquisition of basic symbolic and emotional capabilities. Conversely, during middle-to-late childhood, children begin to exhibit concrete thought patterns, more complex social competencies, and an increasingly mature sense of self-understanding. **Research implications/limitations:** Each developmental phase necessitates an educational approach that is appropriate, adaptive, and sensitive to the individual needs of the child. A holistic understanding of these developmental aspects is crucial for parents, teachers, and educational personnel in creating a learning environment that supports the child's optimal growth. **Originality/value:** This study not only provides a robust theoretical foundation but also serves as an indispensable reminder of the importance of empathy and focused attention in comprehensively supporting the child's entire growth and developmental process.

Keywords : Child Development, Student Development Psychology, Cognitive Aspects, Social-Emotional Aspects, Physical Aspects, Sexual Aspects, Language Aspects.

Introduction

Child development constitutes one of the most crucial phases in the human life cycle. Each developmental phase possesses distinct characteristics that influence the child's cognitive processes, attitudes, learning methods, and future behavior. This process is not instantaneous; rather, it evolves progressively according to the child's chronological age and biological readiness.

In developmental psychology, childhood is generally categorized into two primary stages: early childhood (preschool age) and middle to late childhood (primary school age) (Hurlock, 1980). This demarcation is essential for understanding the specific needs and the appropriate educational approaches required at each developmental stage.

Several scholars hold varying perspectives regarding the age boundaries of early childhood. For instance, Hurlock (1978) specifies early childhood as spanning ages 2–6 years, Papalia (2009) as ages 3–6 years, and Santrock (2011) as ages 2–5 or 6 years. This period is characterized by rapid motor growth, language acquisition, heightened curiosity, and the incipient development of symbolic cognitive abilities (Soetjiningsih, 2012).

Conversely, middle to late childhood generally encompasses the age range of 6–11 years. At this stage, children begin to exhibit concrete operational thought patterns. The role of peers becomes increasingly significant in the formation of behavior and identity, alongside the emergence of a strong drive for achievement across various domains (Utami, 2018).

Consequently, an in-depth understanding of child development is vital for parents, teachers, and educational personnel to provide appropriate support. This study encompasses physical, cognitive, socio-emotional, linguistic, and sexual aspects. The objective of this review is to discuss these facets of developmental psychology for the reader's comprehensive understanding (Desmariansi et al., 2025).

Literature Review

The objective of this study is to examine the spectrum of student development from a psychological perspective, encompassing physical, cognitive, socio-emotional, sexual, and language development.

According to Rasmitadila (2023), in her book titled “Developmental Psychology of Elementary School Students,” this area of study is highly beneficial for the academic community, including lecturers, teachers, and university students. This is because studying this material will broaden the conceptual understanding and principles concerning learners and their implications for instructional strategies.

Methods

This investigation constitutes qualitative research employing the library research method (literature study). According to Sugiyono, qualitative research is defined as a research method utilized to investigate natural conditions (as opposed to experimental methods), whereas Cresswell asserts that qualitative research is the process of inquiring into a social phenomenon and human problems (Patonah et al., 2023).

In the preparation of this scholarly article, the object of study is learners, specifically those within the age range from childhood to adolescence, focusing on their psychological aspects. These aspects inherently encompass the definition of the investigation of social phenomena and human problems as articulated by Cresswell.

Meanwhile, literature review serves as a data collection method intended to ascertain theories derived from extant literature. This encompasses documents, books, magazines, and archives (Adlini et al., 2022). In addition to physical libraries, the utilization of e-book platforms and online journals significantly facilitates the retrieval of literature data. Library research assists researchers in discovering theoretical frameworks, identifying specific research problems, and formulating precise research questions (Irawan, 2022).

Result

This study identified unique indicators within the psychological development of children that vary across distinct age cohorts. The following sections outline several participant age subgroups along with their corresponding characteristics:

1. Early Childhood Period

This period occurs within the age range of 2–6 years. Children experience significant growth in the ability to refine motor skills, language acquisition, cognitive capacity, imagination, and fundamental emotional regulation (Murniati et al., 2024).

2. Middle-Late Childhood Period

This phase occurs within the age range of 6–11 years. Child development in this stage is directed toward competence in logical reasoning, complex social interaction, enhanced emotional stability management, comprehensive linguistic capabilities, and the emergence of a more structured system for self-reinforcement (Putri et al., 2024).

Discussion

Physical Development in Children

A. Early Childhood

During early childhood, physical capabilities develop rapidly and support cognitive, social, and emotional progression. Varied growth patterns are influenced by genetic factors, hormones, nutrition, infections, and emotional disturbances. However, these obstacles can be overcome through advances in medicine, thereby enabling healthy growth. Girls are typically shorter and lighter than boys. Nevertheless, by the age of six, balance and hand-eye coordination develop well (Soetjiningsih, 2012).

a) Height and Weight

During the first year, infants grow rapidly, slowing down in the second year. Height increases by 5 cm and weight by 2-3 kg per year. Girls are generally shorter and lighter. Growth is influenced by numerous factors. By the age of six, balance and coordination are well developed (Soetjiningsih, 2012).

b) Body Proportions

During this period, the child's body becomes increasingly slender, with the arms and legs lengthening. Body proportions become more balanced, especially around the age of five during the Gestalt-wandel phase (Soetjiningsih, 2012).

c) Motor Development

Children aged 2–6 years experience rapid development in motor skills, encompassing both gross motor skills involving large muscle groups (such as running, jumping, and climbing) and fine motor skills (such as drawing, cutting, and pasting paper) which involve the coordination of small muscles with the eyes and hands (Soetjiningsih, 2012). These gross and fine motor capabilities are acquired by children through their experiences, enabling them to develop and perform complex tasks (Papalia & Feldman, 2014).

d) Brain Development

The brain continues to develop, although at a slower rate after infancy. By the age of three, the child's brain has reached 75% of the adult brain size, and 90% by age five. Cognitive development is influenced by brain maturation and experience. By the age of six, the brain reaches 95% of adult volume, with significant progression in the frontal and temporal lobes (Santrock, 2011). The brain consists of 100 billion nerve cells (neurons), and each nerve cell, on average, has approximately 3000 connections (synapses) with other nerve cells. These cells consist of the cell nucleus (nukleus) and the cell body, which functions to transmit activity from one nerve cell to another (Murni, 2017).

e) Dental Growth

By the age of 2–2.5 years, children possess 20 primary teeth (deciduous teeth), and permanent teeth begin to erupt around the age of six. The growth and care of teeth are crucial,

as they affect the child's self-confidence. Healthy teeth support the ability to chew food properly. Between the ages of 6 and 7, permanent teeth begin to replace the primary teeth in sequence (Soetjiningsih, 2012).

B. Middle-Late Childhood

Physical development during this phase is no longer as rapid as in early childhood. Compared to the previous period, growth proceeds more slowly and constitutes a quiet period before the rapid acceleration experienced during puberty/adolescence.

a) Height and Weight

During this period, the child's body begins to resemble that of an adult, with a reduction in "infant plumpness" or "baby fat." Physical growth becomes more streamlined, and physical capabilities improve. After the age of six, growth slows. Boys are slightly larger than girls at age 10, but thereafter girls become taller. After age 15, boys regain superiority in height (Soetjiningsih, 2012).

Throughout this phase, children grow approximately 1–2 inches per year, resulting in an average height of 147 cm for girls and 146 cm for boys by age 11. During middle and late childhood, the child's body weight increases by approximately 2.3–3.2 kg per year. This weight increase is primarily attributable to the growth in size of the skeletal system, musculature, and several other internal organs. Children's muscle mass and strength gradually increase, leading to a rapid improvement in their physical strength during this period. Boys are generally stronger than girls at this age (Soetjiningsih, 2012).

By the age of five, the child's body proportions begin to stabilize, with limbs becoming longer and the abdomen decreasing in size. The ratio of head size to body size changes from 1:5 at age two to 1:8 at age 25, demonstrating development towards a more stable adult physique (Soetjiningsih, 2012).

b) Brain Development

Changes in the brain during middle and late childhood enhance cognitive abilities. The process of myelination accelerates neural signaling in the brain, particularly in the prefrontal cortex, which governs attention and self-control (Santrock, 2011).

c) Motor Skills

During middle and late childhood, children become more skilled at controlling their bodies and can maintain focus for longer periods. Children aged seven begin to be able to write, although still crudely. Children develop both fine and gross motor skills as they age. Girls typically excel in fine motor skills, while boys are superior in gross motor skills (Soetjiningsih, 2012).

Cognitive Development in Children

A. Early Childhood

At this age, the child's way of thinking is characterized by creativity, freedom, and imagination. Cognitive development is examined through various perspectives, such as:

a) Piaget's Preoperational Stage

Based on Piaget's theory of cognitive development, early childhood is termed the preoperational stage because, at this age, children are not yet capable of performing mental operations or manipulations that require logical thought; instead, they think symbolically (Hapsari, 2017). In this stage, children's thinking becomes more complex with the capacity for symbolic thought. Children demonstrate this ability through imitation, role-playing, and language. Piaget divides this stage into two substages: ages 2–4 years, where children begin to develop symbolic thought but are still characterized by egocentrism and animism (Santrock, 2011).

Between the ages of 4 and 7, children begin to think intuitively and become inquisitive, often asking questions such as "Why does the sun shine?" They show mental development and reasoning. They start to understand basic number concepts and can count up to 20, performing addition and subtraction intuitively (Soetjningsih, 2012).

b) Vygotsky's Theory

Vygotsky's theory explains that children construct knowledge through social interaction. They use language for planning and problem-solving. This theory emphasizes the role of adults in assisting children through the Zone of Proximal Development (ZPD) by providing challenging tasks and appropriate support via scaffolding (Santrock, 2011).

c) Information Processing Theory

The Information Processing Theory emphasizes the cognitive processes that develop in each child, such as:

Attention: Preschool children begin to sustain attention on a single activity longer than children under two years old, but their focus is limited to attention-grabbing items. Consequently, they are not yet fully capable of problem-solving or completing tasks well. It is only around the age of 6–7 that their attention becomes more efficient and focused on elements relevant to the assigned task, rather than merely on appearance or superficial attributes.

Memory: Children start to exhibit better recognition ability compared to when they were two years old, but the capacity for active recall develops rapidly around age five.

Additionally, there is an increase in short-term memory capacity with increasing age.

Task Analysis: Preschoolers, when given engaging and simple tasks, can demonstrate better logical thinking capabilities (such as syllogisms) than anticipated by Piaget.

Child's Thought: Between the ages of 2–3 years, children begin to realize the existence of thoughts, although this awareness is still limited to their needs, emotions, and mental states (Soetjiningsih, 2012).

B. Middle-Late Childhood

a) Piaget's Concrete Operational Stage

Children aged 7 to 11 are in Piaget's concrete operational stage. They begin to think logically and rationally, perform logical activities, and exhibit less egocentrism. Cognitive abilities such as the understanding of time and size also develop, including:

Conservation: The child's ability to understand that a substance or object retains the same quantity or mass despite changes in its physical appearance. There are various types of conservation, such as the conservation of number, length, weight, and volume.

Classification: The child's ability to group objects and understand the relationships between them.

Seriation: The child's ability to arrange objects based on their quantitative dimensions, such as length, size, or weight.

Transitivity: The child's ability to understand the logical relationship between objects. If a relationship exists between the first and second objects, and a relationship exists between the second and third objects, the child can then understand the relationship between the first and third objects (Soetjiningsih, 2012).

b) Information Processing

This stage demonstrates that both long-term memory and short-term memory develop with the child's increasing age. Furthermore, the child's attention span undergoes significant improvement, where the child is now more focused on information relevant to problem-solving rather than merely on conspicuous visual features (Soetjiningsih, 2012).

Socio-Emotional Development in Children

Social development in children is defined as the maturity attained by the child in interacting with people around them through the social relationships they establish (Khadijah & Zahriani, 2021). Hurlock stated that social development is the process through which a child acquires the capacity to behave in accordance with social norms and expectations (Hurlock, 1978). In contrast, emotional development in children is a gradual process of recognizing, expressing, and regulating emotions, which is influenced by maturation, social interaction, and environment. This

development aids the child in adaptation, forming social relationships, and responding to situations healthily (Sukatin et al., 2020). Socio-emotional development refers to behavioral changes triggered by specific emotions that emerge from early life and are formed through interaction with others (Nurhayati et al., 2023). Various factors influence a child's socio-emotional development. External factors, particularly the family environment, exert the most significant influence. Families that foster a positive environment contribute to shaping the child's positive character, allowing the child's social competence to interact with the surroundings to develop optimally. Additionally, internal factors also play a role, such as emotional intelligence, resilience, and other personality characteristics (Herdiyana et al., 2023).

A. Early Childhood

Concurrent with socio-emotional development, the child's range of emotions also expands during early childhood. The child begins to experience more complex emotions, such as pride, shame, and guilt. Between the ages of 2 and 4 years, they start using more terms to describe emotions and understand the causes and consequences of these feelings (Nurhayati et al., 2023).

At ages 4–5, children begin to understand that a single activity can evoke different emotions in different people and realize the importance of managing emotions according to social norms. The role of parents is vital in helping children recognize and manage emotions, enabling the child to better regulate their emotions (Indanah & Yulisetyaningrum, 2019). Furthermore, the ability to regulate emotions is crucial for peer relationships. Children who can manage their emotions tend to be more successful in forming positive and sustained social interactions (Santrock, 2011).

B. Middle-Late Childhood

Although time spent together may be limited, parents still play an important role in the child's socialization. Children interact extensively with peers, and varied learning experiences help them understand themselves, others, and their environment (Pujianti et al., 2021). Between the ages of 7 and 8, children become sensitive to emotions, learning to regulate and respond to emotional pressure, and controlling negative emotions.

Emotional expressions demonstrate happiness through laughter and enjoyable behavior. They are interested in peer activities and feel loneliness when separated (Soetjningsih, 2012). Entering ages 9–11, children undergo significant socio-emotional development. They form a realistic self-concept and begin to understand moral values and the consequences of actions. Children also develop empathy, recognize the importance of stable friendships, and learn to navigate social pressures and seek self-identity within a group.

Sexual Development in Children

A. Early Childhood

During this phase, children begin to experience various key developments, including sexual development (Isnaeni & Latipah, 2021). According to Sigmund Freud, although the anal phase (1 – 3 years) is described, it remains relevant and included within the early childhood stage as ages 2–3 constitute a transition into early childhood. Children learn to control bodily functions and are introduced to toilet training. They begin to understand private body parts and experience shame. Subsequently, the child enters the phallic stage, where attention is focused on the genitalia (Santrock, 2007). Children become curious about their bodies and gender differences, imitating gender roles. Sexual education must be conveyed using simple language, teaching the names of body parts, hygiene, and appropriate dressing etiquette. This is vital for a healthy understanding of sexuality (Winata et al., 2017).

B. Middle-Late Childhood

Entering middle-late childhood, the child's sexual development begins to manifest. The latency phase (7–10 years) sees sexual drives become dormant, with the child focusing on physical and social activities. At age 10, the genital phase emerges, marked by attraction towards the opposite sex and physical changes in both boys and girls. Sexual education needs to be tailored to their specific needs (Wardhani, 2012).

Language Development in Children

Language development constitutes a key part of the child's growth process, as it serves as a means for establishing social life, communication, and interaction with individuals or communities (Hammadi, 1994). Language is a vital component that shapes humans as social beings, especially in forming relationships with other members of society (Santoso et al., 2021). The use of language as a communication tool not only involves the transmission of information but also reflects cognitive proficiency through a systematic set of rules (Laka et al., 2023). Language plays a crucial role in expanding the horizons of thought and understanding of the world (Laka et al., 2023). Therefore, it is unsurprising that psychologists pay special attention to language learning activities, as stated by (Stapel & Semin, 2007), (Hoff, 2008), and (Reisberg, 2009) (Baron & Bryne, 2005).

A number of psychology experts such as Chomsky, Howe, Maratsos, and Miller emphasize concepts crucial for language development (Santrock, 2002). According to Chomsky, humans are inherently biologically predisposed to learn language at a certain time and in a specific manner (Chomsky, 1962). He argued that children are born with an innate characteristic enabling them to speak, which is embodied in his statement concerning the “LAD.” The LAD, or Language Acquisition Device, represents a biological predisposition that enables children to detect specific language categories such as phonology, syntax, and semantics (Chomsky, 1962). Thus, the LAD is

an innate potential for grammar that logically follows as the foundation of human language.

Schaerlaekens argued that the development of children's language comprehension is influenced by the linguistic environment, not solely by biological factors. He categorized the stages of children's language development and showed significant increases, such as the merging of words and the expression of ideas.

A. Periods of Language Development

The following outlines the periods of language development according to Schaerlaekens:

a) Early Lingual Period (age 1–2.5 years)

Although starting from age 1, this period still includes early child development up to 2.5 years. The child begins to utter first vocabulary (e.g., *atit* for sick, *agi* for again), although still unclear or imperfect. Certain consonants like *r*, *s*, *k*, *j*, and *l* are still difficult to pronounce. Despite not being fluent, the child's linguistic ability develops rapidly within this age range (Mar'at, 2005).

b) Differentiation Period (age 2.5–5 years)

The distinctive linguistic progression in this period is the child's skill in producing differences or differentiation in the use of words and sentences. The following are several general characteristics of language development during this period:

1. By the end of this period, the child has broadly mastered their mother tongue, meaning that the grammatical rules used by adults are known.
2. Phonological development (the sound system of a language) can be considered complete. There may still be some difficulty in pronouncing complex consonant clusters.
3. Vocabulary expands, both quantitatively and qualitatively. Some abstract concepts, such as notions of time, space, and quantity, begin to emerge.
4. Nouns and verbs become more differentiated in their usage, marked by the utilization of prepositions, pronouns, and auxiliary verbs.
5. The communicative function of language truly begins to operate; the child can hold conversations in a manner understandable to adults.
6. Morphological development begins to occur, characterized by the emergence of plural forms, changes in noun endings, and changes in verb forms.
7. The child's perception and experience of the outside world become something they want to share with others, expressed through criticism, questioning, commanding, informing, and other functions (Mar'at, 2005).

c) Language Development After Age 5

Data concerning the linguistic ability of children over 5 years old is less available compared to preschoolers. By age 5, children can construct complete sentences. It is also important to examine language development up to older ages, where children should be able to utilize compound sentences and abstract vocabulary. However, not all children reach this level, necessitating supporting strategies.

B. Strategies for Enhancing Language in Children

Children's language mastery varies and is not only influenced by environmental factors. Children with language delays require attention. Parents need to support the child's language development. Santrock outlines strategies to improve language skills, as follows:

1. **Recasting:** Recasting involves paraphrasing what the child has stated. For example, if a child says, "The lion roars," the adult can respond with a follow-up question such as, "Why is the lion roaring?" The effectiveness of using this recasting strategy is evident when the child feels free to express interest and elaborate on their statement.
2. **Expanding:** Expanding is the act of repeating the child's utterance using more complex language to aid their linguistic development. For instance, transforming "cat eat" into "Yes, the cat is eating." These variations must gradually adjust according to the child's cognitive process and intellectual capacity.
3. **Labeling:** Labeling means identifying the name of an object. This develops over time and is influenced by adults, as stated by Brown. This serves as a means of identifying words associated with specific objects (Santrock, 2002).

Conclusion

Child developmental psychology constitutes a critical field within educational studies, facilitating the understanding of child growth and development across various domains, including physical, cognitive, and socio-emotional aspects.

Each developmental stage, specifically early childhood (ages 2–6 years) and middle-to-late childhood (ages 6–11 years), presents distinct characteristics and inherent challenges, thereby necessitating differentiated caregiving and nurturing approaches.

Consequently, a comprehensive understanding of child developmental psychology enables adults to provide tailored and appropriate support, thereby fostering the child's optimal growth and development. Furthermore, this knowledge is essential within educational practice for the cultivation of a generation that is both psychologically healthy and self-reliant (independent).

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