



## **CHILDREN'S EMOTIONAL INTELLIGENCE: BUILDING A PANCASILA PROFILE THROUGH THE LENS OF EDUCATIONAL PHILOSOPHY IN EARLY CHILDHOOD EDUCATION PROGRAMS**

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Received 23/02/2024, revised 2/03/2024, published 30/04/2024

### **Abstract**

The research aims to explore the role of children's emotional intelligence in building a Pancasila profile through the lens of educational philosophy in early childhood education programs. The literature study method complemented by field studies was used as the main approach in this research; with the main focus on studies related to emotional intelligence, Pancasila and educational philosophy. This research explores the concept of children's emotional intelligence as an important factor in developing the values of Pancasila. Throughout literature analysis, this research identifies how aspects of emotional intelligence, such as emotion acknowledgment, divergence management and empathy, can assist children to comprehend and internalize the values of Pancasila. Using the lens of educational philosophy, this research explains the concept of comprehensive learning, promoting a better understanding of children's emotional intelligence in the context of the values of Pancasila. Furthermore, semi-structured interviews were used in the field study. Data were analyzed descriptively qualitatively. The findings of this research contribute to understanding how early childhood education programs can be an effective vehicle for building the profile of Pancasila through developing children's emotional intelligence. Practical implications include the development of an early childhood education programs curriculum that is more oriented towards emotional intelligence, teacher training that integrates the values of Pancasila in daily activities and learning approaches which coalesce aspects of educational philosophy.

**Keywords:** Children's Emotional Intelligence, Pancasila Profile, Early Childhood Education Programs, Educational Philosophy.

### **INTRODUCTION**

Early Childhood Education Program is a elemental form of education that plays a role in the growth of human resources. The adolescent age range, from birth to eight years, is the crucial and key age range in the learning cycle which can have an impact on the learning cycle and results at the next stage. Early Childhood Education Program is the

foundation for forming children's character and values from an early age. Character is the deepest attitude that every person has that can be relied upon to respond with morals. Character is also defined as something that forms a person through mentality, thought patterns and politeness which is obtained in various communications, both between individuals and the environment, and is the basis for influencing the way a person views, thinks and acts (Mery et al., 2022). By giving birth to people with character, this is the initial stage for producing quality people who are able to advance the country.

One of the key aspects in character formation is children's emotional intelligence; which is closely related to understanding and managing emotions in a healthy way. Children who have superior emotional intelligence are children who can manage their feelings intelligently (Susilowati, 2018); being skilled at solving problems, wise in making decisions and able to direct their emotions in a positive direction. It is obvious that this kind of proficiency cannot be acquired overnight. The development of good emotional intelligence in a child takes quite a long time. The ability to manage emotions can also influence academic performance, problem-solving abilities and provide a strong basis for the formation of character and positive moral values. Children who have high emotional intelligence are able to understand someone intensely, meaning they have the ability to manage and control emotions, are compassionate, have the ability in social relationships, are self-motivated, reliable, resistant to pressure, full of hope and have critical thinking skills. Part of emotional intelligence essentially supports future life achievements after they grow up (Sa'diyah, 2013). Someone who has the emotional intelligence to appreciate individuals at a deeper level actually has an empathetic attitude and tries to understand other people. Emotional intelligence is the reason of a person can be accepted by society because by having a sense of empathy, it will be easier to be recognized in society (Ananto & Vinayastri, 2021).

Conversely, there are still many young children whose emotional intelligence is still very low. Research by (Ramadhanti et al., 2021) found that 57% of young children had sufficient emotional intelligence and 34% of children had insufficient emotional intelligence. This shows that the majority of children are still in the moderate and low categories in terms of emotional intelligence. In addition, based on WHO data, in 2007 in low and middle rural countries that have not yet fully comprehend their development potential, around 35.4% of young children in Indonesia experienced severe mental disorders (emotional mental disorders) (Ananto & Vinayastri, 2021). If psychological and deep-seated problems are not handled properly, this will have a negative impact on the child's development, especially the child's self-awareness. Additionally, if mental problems are discovered too late, mediation will be much more difficult and impact the child's development and progress.

By paying special attention to the development of emotional intelligence in the Early Childhood Education Program context, it does not only assist children to recognize and manage their emotions, but also provides a strong basis for them to comprehend and respect other people's feelings (Hariyanto, 2018). Thus, Early Childhood Education Program does not only function as a place for formal learning, but also as a repository of positive values that will guide children towards a better society. Hence, it is important for educators, parents and society as a whole to work together in creating an

Early Childhood Education Program environment that supports the development of children's emotional intelligence as a foundation for the formation of strong character and moral values (Astuti et al., 2022). Community involvement is also an fundamental part of this effort. Increasing public awareness regarding the importance of developing children's emotional intelligence can be realized through social and educational activities. Mutual support between the school, family and community will create a holistic and supportive environment for children's development in facing various emotional challenges. Thus, active collaboration between educators, parents and the community can create an Early Childhood Education Program environment that combines academic and emotional aspects. This does not only create a positive contribution to the development of individual children, but also forms a generation that is tough, has integrity and is able to face the various complexities of life with good emotional intelligence (Totok, 2020)

Emotional intelligence is closely related to the *Pancasila* student profile. The *Pancasila* student profile is an accommodate profile with the aim of showing the personality and skills that students want to achieve. This also strengthens students towards the noble values of *Pancasila*. Children's emotional intelligence is a significant foundation in forming the values of *Pancasila* profile, which is the moral and ethical pillar in social life in Indonesia (Mery et al., 2022). In this context, children's emotional intelligence is not only an individual aspect, but also plays an important role in shaping the value of *Pancasila* profile. *Pancasila*, as a moral and ethical pillar in social life in Indonesia, requires a solid foundation to be instilled from an early age. Children's emotional intelligence can be considered as a significant foundation in forming the noble values of *Pancasila*, for example mutual cooperation, justice and unity. One of the noble values of *Pancasila* is mutual cooperation. The characteristics of mutual cooperation are a sense of togetherness in completing a job, maintaining human qualities by assisting each other in any circumstances, assisting each other for happiness and harmony in community activities and without expecting anything in return. Nonetheless, as times change and technology develops rapidly, it is clear that there is a decline in the characteristics of student mutual cooperation. The personality of mutual cooperation decreases due to a feeling of laziness, a mechanical attitude to life and a high sense of egoism. (Mery et al., 2022) stated that students still have a low desire to take part in mutual cooperation activities, such as cleaning the school environment or other tasks. The result of the low number of students who have a cooperative personality is caused by teachers who do not provide enough information regarding the importance and benefits of joint cooperation in learning. Learning only focuses on individual work without including collaboration between colleagues.

Research by (Fajrin et al., 2023) regarding the implementation of a program to strengthen the profile of *Pancasila* students in kindergarten shows that there is an increase in children's independence after strengthening the profile of *Pancasila* students. Research by (Ashfarina et al., 2023) concluded that the use of the *Merdeka Belajar* curriculum (including the *Pancasila* student profile) in Early Childhood Education Program can improve learning achievement, but there are also some obstacles, namely learning culture. Research by (Fatmala & Astuti, 2023) shows that heroic story telling can develop the character values of the *Pancasila* student profile in elementary school students. (Hidayanto et al., 2023) stated that P5 at the Early Childhood Education

Program level can be functional for nurturing an understanding of the values of *Pancasila*, positive character and love for the homeland. Other research shows that a positive school culture can create the character of mutual cooperation and creativity according to the *Pancasila* student profile (Mery et al., 2022). Based on several previous studies, it appears that no research has been found that explores the role of children's emotional intelligence in building a *Pancasila* profile through the lens of educational philosophy in Early Childhood Education Program. This is the novelty of the research carried out.

*Pancasila* has noble values which include justice, unity, democracy and humanity. How children can comprehend and internalize the values of *Pancasila* from an early age through education is the central question related to this research. Research focuses on how children can comprehend and internalize the values of *Pancasila* from an early age through education. First, education is the main key in forming children's understanding towards the values of *Pancasila*. The educational curriculum can be designed in such a way as to include learning related to these values contextually and relevant to children's daily lives. Learning material that touches on aspects of justice, unity, democracy and humanity can be presented in a form that is fascinating and effortless for children to learn. Second, developing interactive and participatory teaching methods can assist children to be more actively involved in understanding and applying the values of *Pancasila*. Group discussions, role plays or collaborative projects can be effective tools to augment their understanding of these concepts. This can provide in-depth direct experience and make the values of *Pancasila* more relevant in the context of daily life.

In addition, this research views Educational Philosophy as a theoretical foundation that provides an in-depth view regarding the essence of learning, teaching and the development of children's character through education. By integrating children's emotional intelligence, the *Pancasila* profile and educational philosophy, this research aims to contribute to the understanding of how Early Childhood Education Program can be an effective vehicle for shaping children's character through a holistic approach. Early Childhood Education Program has proven itself to be an effective vehicle for forming children's character through a holistic approach. Through this approach, Early Childhood Education Program does not only focus on cognitive aspects, but also integrates physical, emotional, social and moral development. By prioritizing a play approach as the main learning method, Early Childhood Education Program creates an environment where children can develop social, emotional and cognitive skills in chorus. The success of Early Childhood Education Program in forming children's character is also reflected in the moral and ethical approach applied. Activities and stories adapted to children's understanding help shaping moral values such as honesty, cooperation and compassion. In addition, Early Childhood Education Program plays an important role in the development of children's social skills through interactions with peers and adults in the educational environment. Children's self-empowerment and independence are strengthened through opportunities to make decisions, overcome challenges and explore their environment. Parental involvement in the learning process is also a key factor in shaping children's character, while instilling cultural and local values helps root them in their cultural identity and heritage. Thus, Early Childhood Education Program makes a substantial contribution in shaping children's character by empowering them holistically; creating a strong foundation for positive growth in

various dimensions of life. Through a deeper understanding of the relationship between children's emotional intelligence, the values of *Pancasila* and the principles of educational philosophy, it is hoped that this research can afford new insights and concrete solutions to improve the quality of early childhood education in the context of character formation and the noble values of *Pancasila*.

## **METHODOLOGY**

This research adopts a literature study approach and is strengthened by field studies to investigate the relationship between children's emotional intelligence and the formation of the *Pancasila* profile through the perspective of educational philosophy in Early Childhood Education Program. In this research process, researchers systematically explored and analyzed various literature sources, such as books, journals and scientific articles related to children's emotional intelligence and the concept of *Pancasila* in the context of early childhood education (Azmi, 2018). This literature analysis was carried out by paying attention to important aspects such as the influence of the Early Childhood Education Program environment, the role of educators and learning methods that can shape children's emotional intelligence and integrate the values of *Pancasila* in the educational process. Through a literature study approach, this research aims to provide an in-depth understanding of how children's emotional intelligence can be promoted and linked to values of *Pancasila* in the context of Early Childhood Education Program education. This approach provides a solid and in-depth theoretical framework, supports the analysis of key concepts that guide research and presents findings that are meaningful for the development of children's emotional intelligence in the Early Childhood Education Program environment by referring to the values of *Pancasila*.

The literature study analysis technique begins by collecting various literatures with the keywords "emotional intelligence", "*Pancasila* student profile", "educational philosophy", and "Early Childhood Education". The source used is Google Scholar limited to 2013 – 2023. Once collected, all literatures were then manually sorted and 15 pieces of relevant literatures were obtained according to the research objectives. Subsequently, an analysis of each piece of literature is carried out to answer the research objectives. The results of the literature study are described descriptively. These results were also strengthened by field studies conducted on Early Childhood Education Program teachers (AN and HY) using semi-structured interview techniques. The results of the interviews are also presented in a qualitative descriptive way.

## **RESULTS AND DISCUSSION**

### **a. Research result**

In this research, literature analysis revealed that children's emotional intelligence can be significantly influenced by the educational environment in Early Childhood Education Program (Kusniapuantari & Suryono, 2014). The role of a teacher is crucial for early childhood development. Providing mutual influence such as hugs, vibrations, support and delivery is for the child's physical and mental improvement needs. Real contact through playing, caring and helping is essential for educators to support real life, health, emotional and friendship events. Both parents and teachers generally believe that their children or students definitely want to achieve the best achievements and grow and be creative.

Basically, as a parent, you have a commitment to give love to your child. Even so, affection and attention should not be excessive because it can hinder increasing independence (Wahyuni & Al Rasyid, 2022). For parents, sending their children to school is a commitment with the hope that their children will gain understanding, another world, social activities and information in preparing their children to face the future. Seen from the child's point of view, initially entering class is a different action at home and from parents. A nuance that usually feels safe and comfortable, a world they know and have been used to living in since birth, which rarely comes into contact with the outside world. Often the first days for children at the playground or kindergarten are accompanied by tears. They have fear, anxiety and stress over new circumstances, new knowledge, new conditions and new demands. It is important for parents to prepare them mentally to enter school.

Factors such as positive relationships between children and educators, supportive parenting styles, and a safe and open learning atmosphere, have been proven to have a positive impact on the development of children's emotional intelligence. Apart from that, learning methods that integrate elements of games and collaborative activities have also been proven to support the development of emotional intelligence, such as the ability to empathize, manage emotions and communicate effectively. (Ananda & Fadhilaturrahmi, 2018) stated that at first children are still unable to socialize and control their emotions consequently they have difficulty collaborating with their friends. Through collaborative games, which allow students to work together and join forces, it turns out that children can develop emotional intelligence. Apart from emotional intelligence, it turns out there is also an increase in children's understanding. Similar findings by (Agustini & Musslifah, 2024) also show that collaborative games, even though they are simple, can actually develop children's emotional intelligence and also shape children's personalities for the better form. This is in accordance with the field study stated by the Early Childhood Education Program teacher (AN) in his interview, namely: "Children's emotional intelligence increases through collaborative games, namely those that allow students to work together, for example cutting and sticking pictures on patterns provided by the teacher or rubber relay games".

In the context of establishing a *Pancasila* profile, the literature presents evidence that the values of *Pancasila* can be integrated into the Early Childhood Education Program environment through an educational philosophy approach (Rofi'ah et al., 2023). Using this approach helps children comprehend and concern the values of *Pancasila* in daily interactions, creating a strong foundation for the formation of moral and responsible character. In the process of forming the profile of *Pancasila* in the Early Childhood Education Program environment, the educational philosophy approach plays a crucial role. The literature supports the idea that the values of *Pancasila* can be effectively integrated into the Early Childhood Education Program curriculum through implementing this approach (Harahap et al., 2023); (Suhandi & Robi'ah, 2022). Educational philosophy provides a solid conceptual foundation to lead teaching and learning to make it more relevant to the values of *Pancasila*. Through using this approach, children are not only taught the meaning of the basic values of *Pancasila*, but they are also encouraged to comprehend and apply these values in their daily interactions. This is reinforced by field studies of teacher interviews (HY), namely: "Currently Early Childhood Education Program learning also emphasizes and integrates

the values of *Pancasila* as one of the Kurikulum Merdeka programs, namely strengthening the profile of *Pancasila* students".

The importance of the educational philosophy approach lies in its ability to assist children develops a deep understanding of the moral principles and responsibilities that underlie *Pancasila*. Thus, the Early Childhood Education Program environment is a perfect place to form moral and responsible characters from an early age. Children can learn about equality, justice, mutual cooperation, democracy and humanity through interactive and fun learning activities (Rosyad, 2019). The application of an educational philosophy approach in the Early Childhood Education Program context also provides opportunities for the development of children's social and emotional skills (Rahmat & Sum, 2017); (Rofi'ah et al., 2023); (Sinaga, 2023). They are invited to participate in group activities, communicate well and respect diversities. As a result, the *Pancasila* profile that is formed is not only a conceptual understanding, but is also manifested in children's real, daily behaviour. Thus, this approach does not only provide a strong basis for understanding the values of *Pancasila*, but also assists to form individuals who have superior and positive character from an early age.

## **b. Discussion**

The research results show that Early Childhood Education Program has great potential as a forum for developing children's emotional intelligence by referring to the values of *Pancasila*. By creating an educational environment that supports the development of emotional intelligence, Early Childhood Education Program can play an important role in forming children's characters who are balanced and have moral integrity. Carefully conducted research highlights the great potential of Early Childhood Education Program as a very effective place to shape children's emotional intelligence, especially when referring to the values of *Pancasila*. These findings confirm that an educational environment formed by considering the values of *Pancasila* is able to be the main vehicle in developing children's emotional intelligence (Sa'diyah, 2013). By designing learning methods that focus on emotional aspects, Early Childhood Education Program can play a key role in helping children understand, manage and express their emotions wisely.

Creating an educational environment that supports the development of emotional intelligence in Early Childhood Education Program involves various strategies, including the integration of the values of *Pancasila* into daily activities. For example, values such as mutual cooperation and humanity can be taught through group activities that build cooperation and empathy among children. Through the introduction of these concepts, children do not only develop their emotional intelligence but also strengthen the foundations of their moral character. The process of creating an educational environment that supports the development of emotional intelligence in Early Childhood Education Program involves various strategies specifically designed to foster emotional balance in children from an early age. One of the key strategies is the integration of the values of *Pancasila* into daily activities in the Early Childhood Education Program environment (Fikuri & Astuti, 2021). For example, the concept of mutual cooperation can be applied through group activities, where children are invited to work together to complete a task or project together. This process does not only involve physical collaboration but also involves emotional aspects, such as mutual trust,

tolerance and concern for other people's needs.

Apart from that, humanity values can be instilled through various activities that encourage empathy and understanding of other people's feelings (Ulfah et al., 2019). For example, children can be invited to participate in role-playing or simulation activities that emphasize the importance of feeling and understanding the feelings of their friends, according to the results of interviews with teachers. In this way, children learn to recognize and manage their own emotions while building the ability to understand the feelings of others. The introduction of concepts such as mutual assistance and humanity does not only contribute to the development of children's emotional intelligence, but also enriches the foundations of their moral character. They learn that these values are not just abstractions but can also be realized in daily actions. Thus, this approach does not only create children who have strong emotional intelligence, but also forms individuals who have a solid moral foundation and ready to interact positively in the larger society. Thus, Early Childhood Education Program is not only a place for formal learning, but also a vehicle for developing children's holistic character. The success of Early Childhood Education Program in forming children's emotional intelligence can create a generation that is not only rationally intelligent but has also high emotional sensitivity. As a result, children's characters that are balanced and have moral integrity can grow and develop; making positive contributions to society en bloc. Early Childhood Education Program does not only function as a formal learning institution, but also acts as a vehicle for holistic character development for children (Rahayu & Suarta, 2018). The success of Early Childhood Education Program in forming children's emotional intelligence creates a strong foundation for creating a generation that is not only rationally intelligent, but has also high emotional sensitivity.

Through this approach, Early Childhood Education Program does not only teach academic knowledge, but also emphasizes the importance of developing non-academic aspects that are essential for daily life. In this context, Early Childhood Education Program is the main pillar in forming children's character, providing space for them to learn and develop in all dimensions (Kartikowati & Zubaedi, 2020). Developing emotional intelligence is not only related to recognizing and managing emotions, but also related to building the ability to empathize, tolerance and cooperation. In this way, children do not only grow into cognitively intelligent individuals, but are also able to form healthy and meaningful social relationships. The result of Early Childhood Education Program's efforts to form this holistic character is the emergence of a generation that has a balance between intellectual intelligence and emotional sensitivity. Children who have gone through this education are not only skilled in solving problems and mastering subject matter, but have also strong moral integrity. They become individuals who can contribute positively to society, bringing a positive impact to the environment around them. Hence, the role of Early Childhood Education Program is not only limited in providing knowledge, but also forming the foundation of character that brings long-term benefits to society as a whole.

The application of educational philosophy concepts in integrating the values of *Pancasila* does not only create a learning environment, but also opens up space for in-depth reflection and dialogue (Azmi, 2018). This approach lays a strong foundation for developing children's character through incorporating the noble values of *Pancasila* into



the educational process. The importance of holistic education is reflected in comprehensive efforts to shape children not only as academically intelligent students, but also as individuals who have strong morality and ethics. Teaching that includes the values of *Pancasila* invites children to reflect deeply on the basic principles of national and state life. This reflection process allows them to understand the values of justice, togetherness and human dignity which are the foundation of *Pancasila*. In addition, opening an open space for dialogue gives children the opportunity to talk, share thoughts and discuss these values with peers and educators; creating an environment that fosters freedom of opinion and respect for diversities. By focusing on moral and ethical aspects, the application of this educational philosophy concept strengthens the positive influence on children's character development. They are not only given knowledge regarding what is right and wrong, but are also encouraged to apply these values in their daily actions. This helps shaping individuals who are not only rationally intelligent, but have also a strong moral foundation.

The importance of including moral and ethical values in line with the principles of *Pancasila* reflects a deep commitment to create a generation that has more dimensions than just cognitive intelligence. Education, which aims to shape children's character with a moral foundation, signifies recognition of the importance of equipping them not only with knowledge, but also with the values that underlie social life. This commitment involves teaching values such as honesty, responsibility and justice, which are the core teachings of *Pancasila*. Through this process, children are invited to understand that learning is not only limited in mastering information, but also refers to how they use this knowledge in acting and interacting with others. It is important to provide strong moral provisions with the intention that they can become individuals who are aware of the impact of every action they take on society and the nation. Education based on this philosophical concept contributes positively in shaping children's character as future leaders who do not only have integrity, but also care about the welfare of society and the nation. Children who are instilled with the values of *Pancasila* do not only have extensive knowledge, but have also high moral awareness to make correct and responsible decisions. Thus, this approach produces future leaders who are not only personally successful, but have also a significant positive impact in building and strengthening the moral foundations of society. Through the integration of the values of *Pancasila*, education creates a generation which is capable in bringing positive change, upholding truth, and promoting justice for the sake of shared prosperity. Thus, this article emphasizes that Early Childhood Education Program can be an effective agent in shaping children's character through the application of emotional intelligence and integration of the values of *Pancasila*.

The implications of these findings are very significant and underscore the need for special attention to several key aspects in the context of Early Childhood Education Program. One of the main implications is the need to review and adjust curriculum design in Early Childhood Education Program. A planned and directed approach is needed to integrate the values of *Pancasila* as a whole, ensuring that each learning element makes a maximum contribution to the formation of children's positive character (Brackett et al., 2012). This includes selecting teaching materials, teaching methods and extracurricular activities that support the development of emotional and moral intelligence. Apart from that, an equally important implication is the need for special

training for educators in the Early Childhood Education Program environment. This training must include an in-depth understanding of the concept of educational philosophy and the application of the values of *Pancasila* in daily teaching. Educators need to be equipped with the skills to design and deliver learning experiences that stimulate children's character development, while providing space for reflection and dialogue that encourage emotional and moral growth (Denham et al., 2007). In addition, interactions between children and the Early Childhood Education Program environment need to be considered carefully. The design of physical space and interpersonal interaction in Early Childhood Education Program can be a determining factor in shaping children's character (Oktariana, 2019). Therefore, efforts need to be taken to create an environment that supports the values of *Pancasila*, promotes collaboration and builds empathetic relationships between children. By implementing special attention to curriculum design, educator training and interaction in the Early Childhood Education Program environment, it can be hoped that the potential for positive character formation in the early stages of children's development can be maximized. This is not only about creating an optimal learning environment, but also about preparing children to face the moral and emotional challenges in their lives; helping them grow into moral and responsible individuals.

Integrating children's emotional intelligence through the lens of educational philosophy in Early Childhood Education Program, we open a window of enlightenment towards character formation that is rooted in the values of *Pancasila*. This approach does not only create an emotionally intelligent generation, but also ensures that a solid moral foundation is instilled in children as their main preparation in leading the future. Through collaborative efforts between Early Childhood Education Program, educational philosophy, and the values of *Pancasila*, we form individuals who are not only rationally intelligent, but have also high moral awareness and ready to contribute positively in developing society and the country.

## CONCLUSION

The research conclusion shows that Early Childhood Education Program has a strategic role in forming children's emotional intelligence by referring to the values of *Pancasila* through an educational philosophy approach. The results of literature analysis and field studies show that a supportive Early Childhood Education Program environment, positive interactions between children and educators and creative learning methods can positively influence the development of children's emotional intelligence. Apart from that, the integration of the values of *Pancasila* in the context of early childhood education can shape children's character morally and ethically. The implication of the findings is the need for greater attention to Early Childhood Education Program curriculum design that accommodates the development of emotional intelligence and integration of the values of *Pancasila*. Educator training also needs to be strengthened to enhance their understanding of how to integrate these aspects into daily learning activities. The importance of positive interactions between children and the Early Childhood Education Program environment also emphasizes the need to pay attention to a learning ambiance that supports healthy emotional development.

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