

ABSTRACT

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THE EFFECT OF EMOTION COACHING ON DEVELOPING EMOTIONAL SELF-AWARENESS, SELF-REGULATION, AND EMPATHY IN 3–4-YEAR-OLD CHILDREN IN KINDERGARTEN CLASS A AT METHODIST SCHOOL JAKARTA

(xiv + 88 pages; 10 figures; 27 tables; 11 appendixes)

The age range of 0–5 years is known as the golden age period, characterized by rapid psychological, social-emotional, linguistic, motor, and cognitive development. According to Erik Erikson's psychoanalytic theory, children aged 3–4 years are in the *initiative versus guilt* stage. Therefore, emotion coaching is essential to foster emotional self-awareness, self-regulation, and empathy in children. This study aims to help develop children's emotional intelligence, focusing on emotional awareness, regulation, and empathy in 3–4-year-olds through emotion coaching methods. The research was conducted with Kindergarten Class A students at Methodist School Jakarta using a quantitative experimental approach with a one-group pre-test post-test design. The results indicate significant differences in all three variables before and after the emotion coaching intervention. Hence, it can be concluded that emotion coaching positively impacts the emotional self-awareness, self-regulation, and empathy of children in Kindergarten Class A at Methodist School Jakarta.

Keywords: *emotion coaching, emotional self-awareness, self-regulation, empathy, anak usia dini*

Reference: 36 (1990 – 2024)

ABSTRAK

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PENGARUH *EMOTION COACHING* UNTUK MENGEMBANGKAN *EMOTIONAL SELF-AWARENESS, SELF-REGULATION* DAN *EMPATHY* ANAK USIA 3-4 TAHUN PADA KELAS TK A DI SEKOLAH METHODIST JAKARTA

(xiv + 88 halaman: 10 gambar; 27 tabel; 11 lampiran)

Usia 0 – 5 tahun masuk dalam masa keemasan atau yang lebih dikenal dengan istilah *golden age period*. ditandai dengan adanya perkembangan pada psikologis, sosial dan emosional, bahasa, motorik, dan perkembangan kognitif anak. Menurut teori psikososial Erikson, anak usia 3-4 tahun masuk dalam tahap *initiative versus guilt*. Oleh karena itu, perlu adanya *emotion coaching* untuk mengembangkan *emotional self-awareness, self-regulation* dan *empathy* anak. Tujuan dari penelitian ini adalah untuk membantu mengembangkan kecerdasan emosi anak yang berfokus pada kesadaran emosi, regulasi dan empati yang muncul pada anak usia 3-4 tahun dengan menggunakan metode *emotion coaching*. Penelitian ini dilakukan kepada siswa/i kelas TK A Sekolah Methodist Jakarta dengan menggunakan metode pendekatan kuantitatif eksperimen jenis *one group pre-test post test design*. Hasil penelitian menunjukkan bahwa terdapat perbedaan pada ketiga variabel sebelum dan setelah mengikuti *emotion coaching*. Sehingga dapat disimpulkan bahwa *emotion coaching* berpengaruh positif pada *emotional self-awareness, self-regulation* dan *empathy* anak di TK A Methodist Jakarta.

Kata Kunci: *emotion coaching, emotional self-awareness, self-regulation, empathy*, anak usia dini

Referensi: 36 (1990 – 2024)