

UNDERSTANDING SOCIAL-EMOTIONAL DEVELOPMENT IN FORMING CHILDREN'S CREATIVITY IN THE CARROT HOUSE BOOK BY HELGA K AND HEYAPRILIA

Erlin Febrian

{erlinfebrian25@gmail.com}

Prof. K. H. Saifuddin Zuhri State Islamic University of Purwokerto

Abstrak Social and emotional development plays a crucial role in shaping children's creativity. The book "Rumah Kartel" (Carrot House) by Helga K and Heyaprilia illustrates how emotional dynamics, particularly disappointment and self-confidence, influence children's creativity. Disappointment often presents a challenge for children on their creative journey, but if managed well, it can spark creative and innovative thinking. Conversely, self-confidence serves as a key foundation that encourages children to explore, imagine, and freely express their creative ideas. By understanding social and emotional development, this book highlights the importance of emotional support and a conducive environment for optimally nurturing children's creativity.

Keyword Social and Emotional Development, Children's Creativity, Disappointment, and Self-Confidence

INTRODUCTION

Social and emotional development is crucial for children during their golden years. This will help them develop positive behaviors, understand the meaning of life, and be able to face various challenges from an early age through adulthood without any obstacles.(E. Puspitasari et al., n.d.)

Social and emotional development is closely linked to interactions with both other people and the surrounding objects. If these interactions are not effective, a child's growth and development will not be optimal. However, many parents neglect this aspect, even though each child's social and emotional development is unique. Therefore, educators are crucial in understanding children's social and emotional development so they can maximize their potential.(Fitriya et al., 2022)

Social and emotional development in early childhood consists of three main aspects. The first aspect is achieving self-understanding, *sense of self* and relationships with others. Second, responsibility for oneself, which includes the ability to follow rules and routines, respecting others, and taking initiative. Third, social-emotional development is closely linked to interactions or relationships with other objects, because without good interactions, a child's growth and development will not proceed optimally.(Khadijah Khadijah et al., 2024)

The social skills of early childhood can be observed through the child's level of achievement when interacting or being in a shared environment with others, as well as their ability to become a sociable and productive individual in their local community. This condition encompasses how early childhood children gain experience and learn to build self-confidence and establish relationships with their social environment. Early childhood social skills include :

1. Social skills to provide benefits to the social environment.
2. Social skills in the form of behavior applied in social situations.
3. Social observation, namely understanding the thoughts, intentions, and behavior of oneself and others.
4. Prosocial behavior in early childhood which includes empathy, comforting, reassuring, working together, being the same, helping each other, sharing, enduring, and encouraging others.
5. Acquiring values and morals as the development of standards of ability to distinguish between right and wrong.
6. The ability to care for the safety and well-being of others.

7. Child development continues to grow with age and other factors.(R. N. Puspitasari & Rahma, 2023)

Riana quotes Lewi and Haviland-Jones, who define emotion as an intrapersonal state, such as a feeling, a specific state, or a pattern of motor activity. Emotional elements can be differentiated based on their level of complexity, including pleasant or unpleasant feelings, facial expressions, and a specific driving force. Thus, emotion can be defined as an externally visible physical activity, or a pleasant or unpleasant reaction to a specific event or mental state.(*Mashar_Emosi Anak Usia Dini & Strategi Pengembangannya*, n.d.)

Creativity is a natural potential within children and needs to be developed to its full potential. Creativity itself develops through the right brain, the part of the brain responsible for thinking, processing feelings, emotions, art, and music. Every child born into the world possesses a creative side, albeit at varying levels. The level of creativity in children is influenced by two main factors: genetics or innate traits and environmental factors. Creativity will develop optimally when these two factors are well-integrated.(Yulianti, 2014)

To foster the creative spirit of early childhood, education and an environment that recognizes the child's natural traits and supports their growth are essential. These fundamental natural traits must be continually nurtured and developed so that their creative nature is not lost. The natural attitudes of early childhood support and significantly contribute to this growth. These creativity include charm and a sense of wonder, imagination, curiosity, and asking lots of questions

METHOD

This research uses a descriptive qualitative approach with a content analysis method.. This approach is used to describe the content and meaning contained in the book.*Carrot House*The work of Helga K. and Heyaprilia, especially regarding the social-emotional values that shape children's creativity. This method allows researchers to thoroughly understand the educational messages contained in the text and illustrations of the book. *Rumah Wortel*, a children's book by Helga K. and Heyaprilia, is the main data source for this study because it describes social interactions, emotional control, and creative behavior of children in everyday life. The data collection technique is carried out through documentation, namely examining the contents of the text and illustrations in the *Rumah Wortel* book.

RESULTS AND DISCUSSION

A. Feelings of Disappointment in Shaping Children's Creativity

The book "Carrot House" by Helga K. and Heyaprilia is a children's book that tells the story of the main character, Elis, a child who loves growing carrots in her yard. In the story, Elis experiences various social and emotional situations, including disappointment., when the crops don't grow as expected. However, that disappointment actually becomes a trigger for creativity., because he then looks for solutions, experiments, and learns from experience.

Table.1 Feelings of Disappointment in Shaping Children's Creativity

No	Story Section	Social Aspects Emotional	Indicators Creativity	Researcher Interpretation
----	---------------	-----------------------------	--------------------------	------------------------------

1.	"Today Dad made lettuce. Oh, why are there so few carrots? Elis feels disappointed."	Disappointment (negative emotion) that arises as a result of not meeting expectations.	Self-awareness	The child is aware of his feelings of disappointment, showing The ability to recognize one's own emotions. This is the first step towards productive emotional management.
2.	"Elis sat thoughtfully, "I have an idea. Elis will plant the remaining carrot tubers."	Emotional regulation (changing negative emotions into positive activities)	Imagination and symbolism	Disappointment is transformed into creative inspiration by drawing an ideal version of his desire.
3.	"Elis kept trying to grow carrots, even though she failed repeatedly"	Resilience emotional (resilience)	Experiments and solutions problem solving	Children demonstrate creative responses to failure by trying new methods. This indicates the development of divergent thinking skills.
4.	"Elis kept trying to grow carrots, despite repeated failures. And finally, Elis was able to enjoy the harvest of the carrots she planted."	Self-control and acceptance social	Flexibility thinking and self-expression	Elis' character is able to assess failure positively and still expresses feelings in a healthy way.

Based on the table above, it was found that the feeling of disappointment in the book Carrot House was not positioned as an obstacle., but rather as a source of emotional energy that encourages children to be creative. The negative emotions experienced by the main character become an internal stimulus to think alternatively, experiment,

Based on the research results, it was found that the disappointment experienced by the character Elis was the starting point for the emergence of a healthy emotional management process as well as the formation of creative behavior.. In the scene where Elis is disappointed because her carrots failed to grow, she doesn't dwell on these negative feelings but instead tries to replant them in a different way. This process demonstrates children's emotional regulation and resilience, namely the ability to transform emotional experiences into productive actions. According to (Putra, 2022) in the

journal *Hysteria* Early childhood social-emotional development includes the ability to recognize, manage, and express emotions positively so that children can adapt to difficult situations. In line with this, Nurhasanah, Sari, and Kurniawan (2023)) emphasized that good emotional management can foster social sensitivity and children's readiness to face challenges in creative ways that are appropriate to their age.

The book Carrot House by Helga K and Heyaprilia tells the story of the main character named Elis, A child who has a great interest in carrots. In the process of planting, Elis faces various emotional experiences: from disappointment to enthusiasm, to the emergence of self-confidence after going through the process of trial and learning. This story illustrates how self-confidence can drive a child's creativity., dare to try new ideas, and express themselves through activities they enjoy.

Table.2 Self-Confidence in Shaping Children's Creativity

No	Story Section	Social Aspects Emotional	Indicators Creativity	Researcher Interpretation
1.	"Elis continued to try to grow carrots, despite the problems she encountered."	Confidence in one's own abilities.	Systematic and experimental thinking	Self-confidence encourages children to do observation and reflection, the main characteristics of creative and scientific thinking.
2.	"With trust Elis herself hung the carrot pot so that it would be exposed to sunlight."	Ability expressing oneself in a social environment	Creative ideas	Confident children are able to share ideas and exert positive influence. This strengthens social self-esteem. Confidence encourages children to express their identity and creative work through simple activities.

From the results of the analysis, it was found that self-confidence in the character Elis was the main capital in the process of forming her creativity.. Self-confidence drives Elis to take the initiative, dare to take risks, and express ideas openly. Strong self-confidence allows children to unafraid of failure and instead enjoy the creative learning process.

The creativity of children in Rumah Kartel also illustrates that creative expression arises not only from cognitive abilities but also from emotional stability and a supportive, safe environment. Elis was able to transform a fear of failure into a drive to keep trying, demonstrating that positive emotions such as self-confidence encourage exploration and flexible thinking, as explained by Munar and Maemonah (2022) in their research on early childhood creativity.

Thus, it is understandable that the development of creativity is inseparable from fostering children's social-emotional aspects, particularly self-confidence. The Carrot House book implicitly teaches educators and parents that providing space for children to make their own decisions and recognizing

their work will foster self-confidence and strengthen children's creative potential. This finding is also supported by (Hairiyah & Mukhlis, 2019) who stated that games and learning experiences that support children's autonomy play a role in enriching creative and meaningful emotional experiences.

CONCLUSION

Based on the results of the study of the book Rumah Kartel by Helga K and Heyaprilia, it can be concluded that social-emotional development has a very important role in shaping the creativity of early childhood.. Through the story of the main character, Elis, children are shown how the ability to recognize, manage, and express emotions, such as disappointment, self-confidence, and empathy, forms the foundation for creative behavior. When Elis faces failure in growing carrots, she doesn't give up, but instead strives to find new solutions with enthusiasm and curiosity. This demonstrates that positive emotional management can stimulate the growth of children's creativity.

Furthermore, a supportive family environment also plays a crucial role in fostering a child's creativity. Emotional support from parents, who provide the freedom to explore and appreciate each learning process, as illustrated in the book, helps children develop a sense of security and self-confidence.

Reference

- Fitriya, A., Indriani, I., & Noor, F. A. (2022). Konsep Perkembangan Sosial Emosional Anak Usia Dini Di RA Tarbiyatussibyan Ploso Karangtengah Demak. *JURNAL RAUDHAH*, 10(1). <https://doi.org/10.30829/raudhah.v10i1.1408>
- Hairiyah, S. & Mukhlis. (2019). Pengembangan Kreativitas Anak Usia Dini Melalui Permainan Edukatif. *Kariman: Jurnal Pendidikan Keislaman*, 7(2), 265–282. <https://doi.org/10.52185/kariman.v7i2.118>
- Khadijah Khadijah, Hairani Ananda Putri, Annisa Fitri Akhiriyah, Annisa Zakia Nasution, Evi Sukma Pratiwi, Miftahul Jannah Harahap, & Novia Rahmawati. (2024). Mengembangkan Sosial Emosional Anak Melalui Metode Bercerita. *Dewantara : Jurnal Pendidikan Sosial Humaniora*, 3(3), 137–146. <https://doi.org/10.30640/dewantara.v3i3.2860>
- Mashar_Emosi Anak Usia Dini & Strategi Pengembangannya. (n.d.).
- Munar, A., & Maemonah, M. (2022). Kreativitas Anak Usia Dini Perspektif Filsafat Ilmu. *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini*, 4(1), 190. <https://doi.org/10.35473/ijec.v4i1.1042>
- Puspitasari, E., Pd, M., Kusna, S. L., Pd, M., Fikri, M. T., & Sn, M. (n.d.). *METODE PENGEMBANGAN SOSIAL EMOSIONAL ANAK USIA DINI*.
- Puspitasari, R. N., & Rahma, A. F. (2023). Kemampuan Sosial Emosional Anak Usia Dini melalui Metode Bermain Peran. *BUHUTS AL ATHFAL: Jurnal Pendidikan dan Anak Usia Dini*, 3(2), 201–216. <https://doi.org/10.24952/alathfal.v3i2.8805>
- Putra, B. J. (2022). TEORI PERKEMBANGAN SOSIAL EMOSIONAL ANAK USIA 4—6 TAHUN (DITINJAU DARI PSIKOLOGI PERKEMBANGAN ANAK). *Histeria Jurnal: Ilmiah Soshum dan Humaniora*, 1(1), 1–5. <https://doi.org/10.55904/histeria.v1i1.36>
- Yulianti, T. R. (2014). *PERANAN ORANG TUA DALAM MENGEMBANGKAN KREATIVITAS ANAK USIA DINI*. 4(2252).