

**Intervensi persiapan masuk sekolah berbasis rumah untuk meningkatkan kompetensi sosial-emosional pada anak usia dini di negara berpendapatan rendah dan menengah ke bawah: *Systematic literature review***

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**Abstrak**

Persiapan masuk sekolah bagi anak usia dini membutuhkan pengembangan kompetensi sosial-emosional. Perkembangan kompetensi sosial-emosional tidak terlepas dari hubungan orangtua dan anak yang hangat di rumah. Penelitian ini bertujuan untuk mengevaluasi efektivitas intervensi persiapan masuk sekolah berbasis rumah dalam meningkatkan kompetensi sosial-emosional anak usia dini melalui metode *Systematic Literature Review*. Pencarian literatur dilakukan di Proquest, Ebscohost, SAGE Journals, ScienceDirect, Wiley Online Library, Taylor & Francis Online, Springer Link, Cambridge Core, Google Scholar, Scopus, dan pencarian manual. Penilaian kualitas bukti ilmiah menggunakan *Mixed Methods Appraisal Tool* (MMAT) versi 2018 dan dianalisis dengan sintesis naratif. Artikel yang diperoleh sebanyak 6125 dan tujuh artikel dipilih untuk dimasukkan pada tahap analisis. Bukti studi menunjukkan efektivitas intervensi persiapan masuk sekolah berbasis rumah dalam meningkatkan kompetensi sosial-emosional pada anak usia dini. Terdapat kekuatan dan batasan intervensi serta rekomendasi bagi penerapan intervensi persiapan masuk sekolah berbasis rumah.

***Kata kunci: anak usia dini, intervensi, rumah***

**Abstract**

School-entry preparation for early childhood requires the development of social-emotional competence. The development of social-emotional competence is inseparable from the warm parent-child relationship at home. This study aims to evaluate the effectiveness of home-based school-entry preparation interventions in improving the socio-emotional competence of early childhood through the Systematic Literature Review method. Literature searches were performed on Proquest, Ebscohost, SAGE Journals, ScienceDirect, Wiley Online Library, Taylor & Francis Online, Springer Link, Cambridge Core, Google Scholar, Scopus, and manual searches. Assessment of the quality of scientific evidence using the 2018 version of the Mixed Methods Appraisal Tool (MMAT) and analyzed by narrative synthesis. 6125 articles were obtained and seven articles were selected to be included in the analysis stage. Study evidence shows the effectiveness of home-based school-entry preparation interventions in improving socio-emotional competence in early childhood. There are strengths and limitations of the intervention as well as recommendations for the implementation of home-based school-entry preparation interventions.

***Keywords: early childhood, intervention, home***