

DAFTAR PUSTAKA

- Aiken, L. R. (1985). Three coefficients for analyzing the reliability and validity of ratings. *Educational and psychological measurement*, 45(1), 131–142.
<https://doi.org/10.1177/0013164485451012>
- American Psychological Association. (2022). Readiness. In *APA Dictionary of Psychology*.
<https://dictionary.apa.org/readiness>
- Bakopoulou, I., Triggs, P., & Novak, T. (2021, March). *The impact of covid-19 on early years transition to school*. University of Bristol School of Education.
<https://edn.bris.ac.uk/eprs/download/202177>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brizuela, B. M., & García-Sellers, M. J. (1999). School adaptation: A triangular process. *American Educational Research Journal*, 36(2), 345–370.
<https://doi.org/10.3102/00028312036002345>
- Broström, S. (2002). Communication and continuity in the transition from kindergarten to school. In A. Dunlop & H. Fabian (Eds.), *Transitions in the early years: Debating continuity and progression for children in early education* (pp. 52–63). Routledge.
- Cicchetti, D., Ganiban, J., & Barnett, D. (1991). Contributions from the study of high-risk populations to understanding the development of emotion regulation. In J. Garber & K. A. Dodge (Eds.), *The development of emotion regulation and dysregulation* (pp. 15–48). Cambridge University Press.
- Creswell, J. W., & Clark, V. P. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications, Inc.
- Dockett, S., Griebel, W., & Perry, B. (Eds.). (2017). *Families and transition to school* (Vol. 21). Springer.
- Dunlop, A., & Fabian, H. (2002). *Transitions in the early years: Debating continuity and progression for children in early education*. Routledge.
- Ellis, B. H., Alisic, E., Reiss, A., Dishion, T., & Fisher, P. A. (2013). Emotion regulation among preschoolers on a continuum of risk: The role of maternal emotion coaching. *Journal of Child and Family Studies*, 23(6), 965–974.
<https://doi.org/10.1007/s10826-013-9752-z>
- Faisal, T. J., & Sarie, S. P. (2021, March 26). Hybrid learning could be key to students transitioning from online to offline. *The Jakarta Post*.
<https://www.thejakartapost.com/academia/2021/03/26/hybrid-learning-could-be-key-to-students-transitioning-from-online-to-offline.html>



- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs-Principles and practices. *Health Services Research, 48*(6pt2), 2134–2156. <https://doi.org/10.1111/1475-6773.12117>
- Gatra, S. (Ed.). (2020, June 4). Khawatir pandemi covid-19, para orangtua menunda memasukkan anak ke TK. *KOMPAS.Com*. <https://megapolitan.kompas.com/read/2020/06/04/06150061/khawatir-pandemi-covid-19-para-orangtua-menunda-memasukkan-anak-ke-tk?page=all>
- Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the behavioral sciences* (9th ed.). Thomson Learning.
- Handayani, U. W., Hafidah, R., & Nurjanah, N. E. (2022). Analisis kecerdasan emosional anak usia 5-6 tahun dalam pembelajaran daring selama pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6*(3), 1640–1646. <https://doi.org/10.31004/obsesi.v6i2.15308>
- Hudson, A., & Jacques, S. (2014). Put on a happy face! Inhibitory control and socioemotional knowledge predict emotion regulation in 5- to 7-year-olds. *Journal of Experimental Child Psychology, 123*, 36-52.
- Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications, and issues* (6th ed.). Thomson Wadsworth.
- Kementerian Pendidikan dan Kebudayaan. (2022, February 3). *Terbitkan surat edaran, kemendikbudristek setuju PTM terbatas 50 persen di wilayah PPKM level 2*. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. <https://www.kemdikbud.go.id/main/blog/2022/02/terbitkan-surat-edaran-kemendikbudristek-setujui-ptm-terbatas-50-persen-di-wilayah-ppkm-level-2>
- Kementerian Pendidikan dan Kebudayaan. (2020, August 7). *Penyesuaian keputusan bersama empat menteri tentang panduan pembelajaran di masa pandemi COVID-19*. Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. Diakses pada May 22, 2022, dari <https://www.kemdikbud.go.id/main/blog/2020/08/penyesuaian-keputusan-bersama-empat-menteri-tentang-panduan-pembelajaran-di-masa-pandemi-covid19>
- Kienig, A. (2002). The importance of social adjustment for future success. In A. Dunlop & H. Fabian (Eds.), *Transitions in the early years: Debating continuity and progression for children in early education* (pp. 23–37). Routledge.
- Kim-Spoon, J., Cicchetti, D., & Rogosch, F. A. (2013). A longitudinal study of emotion regulation, emotion lability-negativity, and internalizing symptomatology in maltreated and nonmaltreated children. *Child Development, 84*(2), 512–527. <https://doi.org/10.1111/j.1467-8624.2012.01857.x>



- Liebermann, D., Giesbrecht, G. F., Muller, U. (2007). Cognitive and emotional aspects of self-regulation in preschoolers. *Cognitive Development*, 22, 511-529. doi: 10.1016/j.cogdev.2007.08.005.
- Macklem, G. L. (2010). *Practitioner's guide to emotion regulation in school-aged children*. Springer Science + Business Media, LLC.
- Nurmalitasari, F. (2015). Perkembangan sosial emosi pada anak prasekolah. *Buletin Psikologi*, 23(2), 103-111.
- Papalia, D. E., & Martorell, G. (2015). *Experience human development* (13th ed.). McGraw-Hill Education.
- Penela, E. C., Walker, O. L., Degnan, K. A., Fox, N. A., & Henderson, H. A. (2015). Early behavioral inhibition and emotion regulation: Pathways toward social competence in middle childhood. *Child Development*, 86(4), 1227–1240. <https://doi.org/10.1111/cdev.12384>
- Rimm-Kaufman, S. E., & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21(5), 491–511. [https://doi.org/10.1016/s0193-3973\(00\)00051-4](https://doi.org/10.1016/s0193-3973(00)00051-4)
- Saptandari, E. W., Febriani, A., & Kisriyani, A. (2022). Siap sekolah dari rumah: Stimulasi aspek sosial-emosional pada anak usia dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4417–4430. <https://doi.org/10.31004/obsesi.v6i5.2002>
- Shields, A., & Cicchetti, D. (1997). Emotion regulation among school-age children: The development and validation of a new criterion Q-sort scale. *Developmental Psychology*, 33(6), 906–916. <https://doi.org/10.1037/0012-1649.33.6.906>
- Skinner, E. (2018). Children's developmental needs during the transition to kindergarten: What can research on Social-Emotional, motivational, cognitive, and self-regulatory development tell us? In A. J. Mashburn, J. LoCasale-Crouch, & K. C. Pears (Eds.), *Kindergarten transition and readiness: Promoting cognitive, social-emotional, and self-regulatory development* (pp. 31–57). Springer.
- UNICEF Indonesia. (2021a, August). *Menuju respons dan pemulihan COVID-19 yang berfokus pada anak*. <https://www.unicef.org/indonesia/id/laporan/menuju-respons-dan-pemulihan-covid-19-yang-berfokus-pada-anak>
- UNICEF Indonesia. (2021b, October). *Hampir dua pertiga orang tua di indonesia berpikir sekolah dapat dibuka kembali dengan aman sekarang* [Press release]. <https://www.unicef.org/indonesia/id/press-releases/hampir-dua-pertiga-orang-tua-di-indonesia-berpikir-sekolah-dapat-dibuka-kembali>
- Wolfson, R. (1995). *Starting school*. Thorsons.



UNIVERSITAS
GADJAH MADA

Regulasi Emosi dan Kesiapan Transisi Pembelajaran Anak Usia Prasekolah di Masa Pandemi COVID-19

TIARA ANINDITA, Elga Andriana, S.Psi., M.Ed., Ph.D.

Universitas Gadjah Mada, 2023 | Diunduh dari <http://etd.repository.ugm.ac.id/>