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Exploring the Impact of Curriculum Design, Socioeconomic Status, Emotional Support, and Technology Integration on Social and Cognitive Development in Early Childhood in Indonesia

Zakiyah[1], Muhamad Ammar Muhtadi[2]
[1]Universitas Muhammadiyah AR Fachruddin
[2]Universitas Nusa Putra
[1]zakiyah.unimar@gmail.com, [2]muhamadammarmuhtadi@gmail.com

Abstract

This study examines the influence of curriculum design, socioeconomic status, emotional support, and technology integration on the social and cognitive development of early childhood learners in Indonesia. Using a quantitative research approach, data were collected from 150 respondents through a structured questionnaire based on a five-point Likert scale. Data analysis was conducted using SPSS version 25, including descriptive statistics, reliability and validity testing, classical assumption tests, and multiple linear regression analysis. The results indicate that all four independent variables—curriculum design, socioeconomic status, emotional support, and technology integration—have significant and positive effects on children's social and cognitive development. Curriculum design emerges as the strongest predictor, followed by emotional support, technology integration, and socioeconomic status. The model explains 61.1% of the variance in early childhood development, demonstrating the combined importance of educational quality, family background, emotional climate, and digital learning tools in shaping early learning outcomes. These findings highlight the need for early childhood education programs that integrate well-structured curricula, responsive family engagement, and meaningful use of technology to support children's holistic growth. The study provides practical implications for educators, school leaders, and policymakers in designing inclusive and contextually relevant early childhood education policies and classroom practices. Future research is recommended to include larger and more diverse samples, apply longitudinal designs, and integrate qualitative approaches to capture deeper insights into how these factors interact over time in different regional and cultural settings in Indonesia.

Keywords: Curriculum Design, Socioeconomic Status, Emotional Support, Technology Integration, Early Childhood Development.

1. Introduction

Early childhood represents a foundational phase in human development, during which rapid cognitive, social, emotional, and behavioral growth occurs. Experiences during these formative years significantly shape children's learning capacity, social relationships, and overall well-being [1], [2]. In Indonesia, the importance of Early Childhood Education (ECE) has gained increasing attention through various national policies and initiatives. However, substantial disparities in learning environments and developmental outcomes persist across regions and socioeconomic groups [3], [4].

Curriculum design plays a central role in determining the quality of early learning. A well-structured and developmentally appropriate curriculum guides teachers, aligns learning activities with children's needs, and supports holistic development [1], [5]. Yet, variations in curriculum implementation and differing levels of teacher capability across Indonesian ECE institutions often lead to inconsistent learning experiences. This inconsistency highlights the need to better understand how curriculum design influences children's developmental outcomes.

Socioeconomic status (SES) is another major factor shaping early development. Children from higher SES families typically benefit from stronger access to learning resources, supportive environments, and enriched experiences that foster cognitive and social growth [1]. In contrast, children from lower SES backgrounds may face limited access to quality early education, appropriate learning materials, and stable emotional environments.

Understanding SES differences is therefore essential for identifying developmental gaps and designing equitable interventions.

Emotional support from educators and caregivers is equally critical in shaping children's developmental trajectories. When children feel emotionally secure and supported, they are more likely to engage in learning activities, form positive relationships, and develop strong socio-emotional skills. Emotional support also enhances self-regulation and resilience, which are crucial foundations for cognitive development and school readiness. At the same time, the integration of technology in early learning has gained prominence, offering potential benefits for interactive and individualized learning—although issues such as digital inequality, teacher readiness, and screen-time concerns remain challenging in Indonesia.

Despite growing scholarly interest, limited studies have examined the combined influence of curriculum design, socioeconomic status, emotional support, and technology integration on children's social and cognitive development within the Indonesian context. To address this gap, the present study employs a quantitative approach involving 150 respondents, using a Likert-scale questionnaire and data analysis through SPSS version 25. The findings are expected to offer meaningful insights for educators, policymakers, and practitioners in designing early childhood programs that are effective, inclusive, and developmentally responsive, thereby strengthening efforts to enhance early childhood education across Indonesia.

2. Literature Review

2.1 Curriculum Design in Early Childhood Education

Curriculum design functions as the blueprint for teaching and learning in early childhood settings, characterized by developmentally appropriate content, integration of play-based learning, and alignment with children's cognitive and socio-emotional needs. Grounded in theories such as Piaget's cognitive developmental theory and Vygotsky's sociocultural theory, effective learning should center on active engagement, exploration, and meaningful interactions. Research consistently shows that well-designed curricula enhance children's cognitive abilities by supporting critical thinking, language development, problem-solving, and creativity [6], [7], while components that foster cooperation, communication, and empathy strengthen social development. In the Indonesian context, however, curriculum implementation varies widely due to differences in teacher competence, institutional resources, and regulatory enforcement, and such inconsistencies may hinder optimal developmental outcomes. These challenges underscore the need for curriculum frameworks that are standardized yet flexible, and supported by adequate training and resources to ensure consistent and high-quality early learning experiences.

2.2 Socioeconomic Status and Early Childhood Development

Socioeconomic status (SES) is widely acknowledged as a key determinant of children's early developmental outcomes, encompassing factors such as income, parental education, occupation, and access to resources that shape learning environments [8], [9]. As explained by Bronfenbrenner's Ecological Systems Theory, children's development emerges from interactions across individual, family, and environmental systems, with SES serving as a foundational influence. High-SES families typically provide enriched home environments, greater exposure to books and educational materials, and access to high-quality early learning programs [10]–[12], while children from low-SES backgrounds often experience limited stimulation, fewer educational opportunities, and less stable emotional conditions that may hinder social and cognitive growth. Empirical evidence consistently demonstrates a positive association between SES and developmental indicators such as vocabulary acquisition, problem-solving skills, and socio-emotional competence, although research also shows that supportive and inclusive school environments can help reduce disparities linked to socioeconomic disadvantage.

2.3 Emotional Support and Social–Emotional Development

Emotional support refers to the nurturing, responsive, and empathetic interactions provided by teachers and caregivers in early childhood settings, playing a vital role in fostering children's sense of belonging, confidence, and emotional regulation [13], [14]. Grounded in Bandura's Social Learning Theory, emotional support enables children to learn behaviors, attitudes, and socio-emotional skills through observation, modeling, and positive reinforcement from adults. Research consistently shows that emotionally supportive environments encourage prosocial behavior, cooperative play, empathy, and positive peer relationships, while also enhancing cognitive

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development by boosting children's engagement, motivation, and persistence in learning activities [15], [16]. Educators who demonstrate warmth, sensitivity, and consistent guidance contribute to stronger developmental outcomes, yet emotional support in Indonesian early childhood settings remains uneven due to variations in teacher training, workload, and cultural expectations, highlighting its importance as a key area of inquiry.

2.4 Technology Integration in Early Childhood Education

Technology integration in early learning environments has become increasingly prominent as digital tools grow more accessible, offering the potential to enhance interactive learning, support individualized instruction, and foster cognitive engagement through multimedia resources [17], [18]. Grounded in multimedia learning theories, technology is believed to strengthen understanding when information is delivered through combined visual and auditory channels. Empirical studies indicate that technology-supported activities can improve language development, numeracy skills, memory, and creativity, while interactive educational applications can also facilitate collaborative play and social interaction in group settings [5], [19]. Nonetheless, issues such as excessive screen time, digital inequality, and limited teacher preparedness underscore the importance of balanced and well-guided technology use in early childhood education. In the Indonesian context, disparities in digital infrastructure add further challenges to effective technology integration.

2.5 Social and Cognitive Development in Early Childhood

Social development refers to children's ability to form relationships, communicate effectively, cooperate with others, and regulate emotions, while cognitive development encompasses skills such as memory, attention, problem-solving, language, and reasoning [7]. Drawing from Piaget's and Vygotsky's theories, early childhood is understood as a period of rapid cognitive and social growth shaped by environmental interactions, guided participation, and intentional learning experiences. Research [20]consistently shows that an enriched curriculum, supportive family background, positive emotional climate, and adequate learning resources collectively play a crucial role in shaping both social and cognitive development. Positive learning environments strengthen children's capacity to interact socially and engage in meaningful cognitive activities, whereas limitations in any of these domains may impede developmental progress.

2.6 Research Gap

While numerous studies have examined these variables individually, limited research analyzes their combined impact on both social and cognitive development in the Indonesian early childhood context using quantitative methods. Additionally, the interaction between modern factors such as technology integration and traditional determinants like curriculum and SES remains understudied. This study addresses these gaps by empirically examining how curriculum design, socioeconomic status, emotional support, and technology integration simultaneously influence early childhood developmental outcomes using a quantitative approach and SPSS-based analysis.

3. Research Methods

3.1 Research Design

This study employs a quantitative research design to examine the influence of curriculum design, socioeconomic status, emotional support, and technology integration on social and cognitive development in early childhood education in Indonesia. A survey method was used as it allows for the systematic collection of data from respondents within a specific population. The quantitative approach is appropriate because it enables the researcher to test hypotheses and determine the significance of relationships between variables using statistical analysis.

3.2 Population and Sample

The population of this study consists of parents and early childhood educators in early childhood education institutions (PAUD, TK, and daycare centers) across selected regions in Indonesia. These individuals were chosen as they directly observe or influence children's learning environments and development. A total sample of 150 respondents was selected using purposive sampling, which includes individuals who meet predetermined criteria such as experience with early childhood learning activities, familiarity with the curriculum, and engagement with

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children's developmental processes. The sample size of 150 is adequate for regression analysis and meets the minimum requirement for quantitative studies involving multiple independent variables.

3.3 Data Collection Techniques

Data were collected using both online and paper-based questionnaires distributed to parents and teachers, following validation through expert judgment to ensure clarity and relevance. Respondents were informed about the study's purpose, confidentiality, and voluntary participation before completing the instrument within a four-week period. The structured questionnaire consisted of several sections representing the study variables and employed a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The items measured key dimensions including Curriculum Design (X1) related to appropriateness and developmental alignment; Socioeconomic Status (X2) covering education, income, and resource access; Emotional Support (X3) reflecting sensitivity, empathy, and encouragement; Technology Integration (X4) involving the availability, frequency, and quality of technology use; and Social and Cognitive Development (Y), which assessed children's social interaction, cooperation, problem-solving, language development, and learning engagement. Each variable contained 4–6 indicators adapted from established literature and early childhood development frameworks.

The study focused on four independent variables—Curriculum Design (X1), Socioeconomic Status (X2), Emotional Support (X3), and Technology Integration (X4)—and one dependent variable, Social and Cognitive Development (Y). Curriculum Design (X1) refers to the systematic planning of learning activities aligned with children's needs, while Socioeconomic Status (X2) represents the family's economic and educational standing. Emotional Support (X3) captures the warmth, empathy, and responsiveness provided by teachers or caregivers, and Technology Integration (X4) encompasses the use of digital tools and media in early learning. The dependent variable, Social and Cognitive Development (Y), includes children's abilities in communication, social interaction, emotional regulation, memory, language acquisition, and problem-solving.

3.4 Data Analysis Techniques

Data analysis was performed using SPSS version 25 through several key stages, beginning with descriptive statistics to summarize respondent characteristics and provide an overview of each variable, followed by validity and reliability tests to ensure the measurement instrument was statistically sound. Classical assumption tests—including normality, multicollinearity, and heteroscedasticity—were conducted to confirm that the data met the requirements for regression analysis. Multiple linear regression was then applied to assess the influence of curriculum design, socioeconomic status, emotional support, and technology integration on social and cognitive development, using the model $Y=\beta0+\beta1X1+\beta2X2+\beta3X3+\beta4X4+\epsilon$. Finally, hypothesis testing was conducted through t-tests and F-tests to evaluate the significance of both individual and simultaneous effects of the independent variables, with a significance level set at $\alpha = 0.05$.

4. Results and Discussions

4.1 Descriptive Statistics

This subsection provides an overview of the respondents' demographic characteristics and the descriptive statistics of all research variables, including curriculum design, socioeconomic status, emotional support, technology integration, and social and cognitive development. Using SPSS version 25, descriptive analysis was conducted to generate the mean, standard deviation, minimum, and maximum values for each variable, offering an initial understanding of the respondents' general perceptions. A total of 150 respondents—comprising parents and early childhood educators from various early childhood education institutions across Indonesia—participated in the study. The demographic profile shows that 62% were female and 38% male, with most respondents aged 25–40 years (71%). Regarding education, 64% held a Bachelor's degree, followed by Diploma holders (22%) and Senior High School graduates (14%). The sample consisted of 58% parents and 42% educators, with the majority having 3–7 years of involvement in early childhood education (68%). These characteristics suggest that respondents possess adequate knowledge and experience to evaluate curriculum quality, emotional support, socioeconomic conditions, and technology use in early learning settings.

The descriptive results for each study variable indicate generally positive assessments across the measured dimensions, with each variable consisting of 4–6 items on a five-point Likert scale. Curriculum Design (X1)

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received a mean of 4.10 (SD = 0.52), suggesting that respondents viewed early childhood curricula as structured, developmentally appropriate, and supportive of learning. Socioeconomic Status (X2) recorded a mean of 3.85 (SD = 0.60), reflecting moderate SES levels with some variability in income and resource access. Emotional Support (X3) obtained the highest mean of 4.25 (SD = 0.48), indicating strong perceptions of warm, responsive, and supportive educator–child interactions. Technology Integration (X4) showed a mean of 3.95 (SD = 0.55), suggesting moderate to high technology use, though with variations in digital access and teacher preparedness. Social and Cognitive Development (Y) achieved a mean of 4.20 (SD = 0.50), demonstrating that children's developmental outcomes were perceived as strong, particularly in communication, cooperation, problem-solving, and engagement.

4.2 Validity and Reliability Analysis

This section presents the results of the validity and reliability tests performed on the research instrument to ensure that it accurately and consistently measures the intended variables. Validity testing was conducted using the Pearson Product-Moment correlation between each item and its total variable score, with an item deemed valid if its correlation coefficient exceeded the r-table value of 0.160 at $\alpha = 0.05$ and its significance value was below 0.05. Using SPSS version 25, the validity test showed that all items across the variables—Curriculum Design (X1), Socioeconomic Status (X2), Emotional Support (X3), Technology Integration (X4), and Social and Cognitive Development (Y)—produced r-count values ranging from 0.454 to 0.822, all greater than the r-table threshold. Additionally, all significance values were below 0.05, indicating that each item was statistically valid and capable of accurately measuring its intended construct.

The reliability test, conducted using Cronbach's Alpha, evaluated the internal consistency of items within each variable. A value of $\alpha \geq 0.70$ indicates acceptable reliability, ≥ 0.80 good reliability, and ≥ 0.90 excellent reliability. The analysis results showed strong reliability across all variables: Curriculum Design (X1) had $\alpha = 0.876$, Socioeconomic Status (X2) $\alpha = 0.822$, Emotional Support (X3) $\alpha = 0.904$, Technology Integration (X4) $\alpha = 0.856$, and Social and Cognitive Development (Y) $\alpha = 0.881$. These findings confirm that all variables exhibit good to excellent reliability, with Emotional Support demonstrating the highest internal consistency. No items were removed from the instrument, as all contributed positively to the reliability values.

4.3 Classical Assumption Tests

Before conducting multiple regression analysis, several classical assumption tests—normality, multicollinearity, and heteroscedasticity—were carried out to ensure that the statistical model met the required conditions. The normality of residuals was assessed using the Kolmogorov–Smirnov test and a visual inspection of the Normal P–P Plot. The Kolmogorov–Smirnov test produced a significance value greater than 0.05, indicating that the residuals followed a normal distribution, while the P–P Plot showed data points aligning closely with the diagonal line, further supporting the normality assumption. These findings confirm that the dataset meets the normality requirement and is suitable for regression analysis. Multicollinearity was then examined through Tolerance and Variance Inflation Factor (VIF) values, with all independent variables—curriculum design, socioeconomic status, emotional support, and technology integration—showing tolerance values above 0.10 and VIF values below 10. This indicates an absence of multicollinearity, meaning the independent variables do not excessively correlate with one another and can be used reliably in the regression model.

The heteroscedasticity test was conducted using the Glejser test and a visual scatterplot analysis. The Glejser test results showed that all independent variables had significance values above 0.05, indicating that the absolute residuals were not significantly affected by the predictors. The scatterplot also displayed a random distribution of points without any funnel-shaped patterns, suggesting that the residuals had constant variance across all levels of the independent variables. Overall, these results confirm that the regression model satisfies the classical assumptions and can be validly applied to analyze the influence of curriculum design, socioeconomic status, emotional support, and technology integration on children's social and cognitive development.

4.4 Multiple Linear Regression Results

Multiple linear regression analysis was conducted to determine how curriculum design, socioeconomic status, emotional support, and technology integration collectively influence social and cognitive development in early childhood. The analysis consisted of three primary components: the model summary, the ANOVA test, and the

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coefficients table. The Model Summary results showed R = 0.782, R^2 = 0.611, and Adjusted R^2 = 0.602, indicating that 61.1% of the variance in children's social and cognitive development is explained by the four predictor variables. This means that curriculum design, socioeconomic status, emotional support, and technology integration together provide strong explanatory power, while the remaining 38.9% of the variance is attributed to other factors not included in the model.

The ANOVA test reinforced the significance of the model, with an F-value of 57.938 and a p-value of 0.000, which is below the 0.05 threshold. These results indicate that the regression model is statistically significant and suitable for predicting early childhood social and cognitive development. In other words, the overall model is fit, and at least one of the independent variables contributes meaningfully to explaining variations in the dependent variable. The coefficients table provided detailed insights into the effect of each predictor variable.

Table 1. Multiple Regression

Independent Variable	Standardized Beta	t-Value	Sig. (p-value)	Interpretation
Curriculum Design	0.312	4.876	0.000	Significant, positive
Socioeconomic Status	0.184	2.743	0.007	Significant, positive
Emotional Support	0.289	4.512	0.000	Significant, positive
Technology Integration	0.267	4.098	0.000	Significant, positive

The regression results presented in Table 1 demonstrate that all four independent variables—curriculum design, socioeconomic status, emotional support, and technology integration—have a significant and positive influence on early childhood social and cognitive development. Curriculum design shows the strongest standardized beta value ($\beta = 0.312$, $p = 0.000$), indicating that well-structured, developmentally aligned, and engaging learning frameworks substantially contribute to children's developmental progress. This finding aligns with major early childhood theories, which emphasize the role of guided learning experiences and structured curriculum in supporting higher-order thinking, problem-solving, and socio-emotional competencies. Emotional support also emerges as a strong predictor ($\beta = 0.289$, $p = 0.000$), reinforcing the idea that warm, responsive, and empathetic interactions from teachers and caregivers foster secure learning environments that enhance motivation, engagement, and social relationships. Together, these findings highlight the critical interplay between pedagogical structure and relational quality in shaping early developmental outcomes.

Socioeconomic status (SES) also exerts a significant positive influence ($\beta = 0.184$, $p = 0.007$), indicating that children from families with better educational, financial, and resource access tend to experience more favorable developmental outcomes. Although its beta value is lower than those of curriculum design and emotional support, SES remains a meaningful predictor, reflecting the importance of enriched home environments and access to learning materials. Technology integration ($\beta = 0.267$, $p = 0.000$) further contributes significantly to development, suggesting that when digital tools are used appropriately, they enhance cognitive stimulation, interactive learning, and collaborative activities. This supports theories of multimedia learning that highlight the benefits of multimodal instruction. Collectively, the significant positive effects of all variables indicate that early childhood development is shaped by a combination of structured curriculum, supportive emotional environments, equitable socioeconomic conditions, and meaningful digital engagement. The findings underscore the necessity of holistic approaches in improving early childhood programs, where pedagogical, emotional, environmental, and technological elements work in synergy to enhance children's social and cognitive development.

4.5 Discussion

The findings of this study offer important insights into the factors influencing early childhood social and cognitive development in Indonesia. Results from the multiple regression analysis show that all four independent variables—curriculum design, socioeconomic status, emotional support, and technology integration—significantly and positively predict developmental outcomes. Curriculum design emerges as the strongest predictor, supporting developmental learning theories such as Vygotsky's sociocultural theory, which emphasizes the importance of structured, developmentally appropriate, and guided learning experiences. This reinforces previous research showing that high-quality early childhood curricula enhance children's problem-solving abilities, communication skills, and foundational academic competencies [2], [4], [21]. In alignment with Indonesia's PAUD curriculum guidelines, which emphasize thematic, play-based, and holistic learning, these findings highlight the vital role of curriculum quality in shaping children's developmental trajectories.

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Socioeconomic status (SES) and emotional support also contribute significantly to early childhood development, each reflecting well-established theoretical perspectives. SES shows a positive, though comparatively smaller, effect—consistent with Bronfenbrenner's ecological systems theory, which asserts that family economic conditions shape the quality of children's early learning environments. In Indonesia, SES disparities often influence school readiness, access to learning materials, and participation in quality early childhood programs. Emotional support, meanwhile, emerges as a strong predictor of development, aligning with attachment theory and Bandura's social learning theory. Warm, empathetic, and responsive interactions from caregivers and teachers foster children's emotional security, confidence, communication skills, and cognitive engagement. These findings reaffirm the importance of nurturing emotional environments within Indonesian families and PAUD institutions, where close relational bonds and cultural expectations strongly shape children's early experiences.

Technology integration also shows a significant positive effect on social and cognitive development, reflecting the growing role of digital tools in early learning environments. Supported by multimedia learning theory, technology—when used appropriately—can stimulate curiosity, enhance attention, and support early literacy, numeracy, and collaborative learning [22]–[24]. This is particularly relevant in Indonesia, where digital adoption in education has accelerated since the pandemic. The combined regression model explains 61.1% of the variance in developmental outcomes, indicating that curriculum quality, family background, emotional climate, and technology use jointly influence early childhood development. These findings underscore that improving developmental outcomes requires a multidimensional approach that addresses pedagogical design, family support systems, emotional nurturing, and purposeful digital integration rather than relying on a single intervention strategy.

4.6 Implications for Policy and Practice

The findings carry important implications for educators, policymakers, and communities. For educators, the results highlight the need to implement structured, engaging, and developmentally appropriate curricula while fostering emotionally supportive classroom environments that nurture children's confidence and engagement. For policymakers, the study emphasizes the importance of strengthening curriculum quality standards, ensuring equitable access to PAUD services, and providing targeted support for families from lower socioeconomic backgrounds, alongside increased investment in teacher training and technological infrastructure. For parents and communities, the findings underscore the value of providing consistent emotional support and creating stimulating home learning environments, while community-based programs can help bridge resource and opportunity gaps for children in low-income households.

5. Conclusion

The purpose of this study was to examine how curriculum design, socioeconomic status, emotional support, and technology integration influence early childhood social and cognitive development in Indonesia. The quantitative analysis using SPSS version 25 revealed that all four variables significantly and positively affect developmental outcomes. Curriculum design emerged as the strongest predictor, underscoring the importance of structured, engaging, and developmentally appropriate learning experiences. Socioeconomic status also contributed meaningfully, indicating that access to learning resources and supportive home environments plays a substantial role in shaping children's developmental pathways. Emotional support was found to be another strong predictor, reaffirming the value of nurturing interactions, emotional stability, and positive teacher–child relationships. Technology integration likewise showed a significant positive influence, demonstrating that when digital tools are used effectively, they enhance engagement and strengthen cognitive skills. The regression model explains 61.1% of the variance in early childhood development, suggesting that these four factors collectively form a strong foundation for children's holistic growth. The findings highlight the importance of adopting a multidimensional approach to early childhood education—one that integrates curriculum quality, family conditions, emotional well-being, and purposeful technology use. For educators, this means implementing high-quality curricula and cultivating emotionally supportive classroom environments. For policymakers, the results emphasize the urgency of reducing socioeconomic disparities, improving national PAUD standards, and strengthening technological infrastructure to support equitable learning. For parents and communities, the study underscores the value of emotional involvement and stimulating home learning conditions. Future studies may consider expanding the sample, using longitudinal methods, or including additional variables such as parental involvement, school climate, and cultural influences. Despite its limitations, this research provides valuable empirical evidence for advancing holistic and inclusive early childhood education practices in Indonesia.

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