



The Dynamics of Children's Social-Emotional Development from Childhood to Adolescence: Development Characteristics and Educational Implications

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Abstract

Social-emotional development is a key aspect of a child's growth that influences their ability to understand themselves, manage emotions, form social relationships, and adapt to their environment. This development unfolds dynamically from childhood through to adolescence and is a key factor underpinning academic success, character development, and psychological well-being. However, educational practice in schools still tends to focus on cognitive aspects, so this study examines children's social-emotional development from childhood through to adolescence and assesses its implications for education. This research employs a qualitative approach using a literature review method. Data were obtained through a review of relevant literature sourced from books, journal articles, and previous research findings. Data analysis was conducted using descriptive data analysis techniques. The findings indicate that: (i) the development of emotional awareness and self-awareness in childhood, (ii) the development of emotional regulation and self-control, (iii) the development of social skills and the ability to interact with others, (iv) the development of relationships with peers and the formation of social groups, (v) the development of empathy, prosocial behaviour, and social responsibility, (vi) the development of self-identity, independence, and self-concept during adolescence. The implications of this research highlight the importance of integrating social-emotional learning and character education, as well as collaboration between schools and families, in supporting the sustainable development of learners.

INTRODUCTION

Social-emotional development is a key dimension of human development that influences an individual's ability to understand and manage emotions, build interpersonal relationships, and adapt to the social environment.

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According to Hidayah & Khadijah (2023), social-emotional development encompasses changes in emotions, personality, social relationships, and an individual's ability to adapt to environmental demands throughout the lifespan. This aspect plays a crucial role as it forms the basis for character formation, mental health, communication skills, and individual success in both academic and social life (Anisah et al., 2021; Wusudahwati & Ramadhani, 2025). Therefore, social-emotional development is inseparable from the educational process, which aims to develop students' full potential.

Childhood and adolescence are crucial developmental periods for the development of a person's social and emotional competencies. During childhood, individuals begin to learn to recognize emotions, understand the feelings of others, develop self-concept, and build social relationships with family and peers (Zaenurrozikin et al., 2025; Utami et al., 2026). Wisudahningsih et al., (2025) explain that social experiences gained during childhood will form the foundation for the formation of behavioral patterns and interpersonal relationships in subsequent developmental stages. Meanwhile, during adolescence, complex biological, cognitive, and psychosocial changes occur, causing individuals to face various challenges in managing emotions, building self-identity, and gaining social acceptance. These changes make adolescence a vulnerable yet strategic period for socio-emotional development.

Studies on social-emotional development have been widely discussed in various developmental theories. Aviles et al., (2006), through their psychosocial development theory, explain that each individual must complete certain developmental tasks at various stages of life. During childhood, individuals face the stages of initiative versus guilt and industry versus inferiority, which are related to the development of self-confidence, responsibility, and the ability to collaborate with others (Denham et al., 2009; Malti & Noam; Rachman et al., 2023). Furthermore, during adolescence, individuals enter the identity versus role confusion stage, a phase of searching for self-identity that determines the direction of psychological development in adulthood. Successfully completing these developmental tasks will result in individuals with better social and emotional competence.

In addition to Erikson's theory, Bandura's (1977) social learning theory emphasizes that children's social behavior develops through observation, imitation, and modeling of their environment. Children learn to manage emotions, interact, and understand social norms through experiences gained from family, school, and society. Therefore, the quality of the social environment has a significant influence on children's socio-emotional development. This finding is reinforced by Speyer et al. (2022) through their ecological theory of human development, which explains that individual development is influenced by the interaction of various environmental systems, from family, school, peer groups, to the broader social environment (Aghaziarati & Nejatifar, 2023; Rafiyya et al., 2024; Bae et al., 2024).

Various studies have shown that good social-emotional development has a positive relationship with academic success and psychological well-being of students. Duong & Bradshaw (2017) found that students who received social-emotional learning (SEL) showed increased academic achievement, emotional management skills, positive social behavior, and decreased problem behavior. Research by Trach et al., (2018) also showed that developing social-emotional competencies from an early age has a long-term impact on educational success, employment, and individual mental health. These findings indicate that social-emotional aspects have a significant contribution to the overall development of students (Ma et al., 2022; Fauzi et al., 2026).

On the other hand, the socio-emotional development of children and adolescents currently faces various challenges due to social change and advances in

digital technology. The increasingly intensive use of social media has altered the communication and social interaction patterns of children and adolescents. Lewis & Granic (2010) suggest that increased use of digital devices can impact adolescents' mental health, including increasing anxiety, loneliness, and lowering the ability to interact directly with others. Furthermore, various phenomena such as bullying, verbal abuse, low empathy, and difficulty controlling emotions are still common in educational settings (Alzahrani et al., 2019; Jansen & Kiefer, 2020; Oppermann et al., 2024). These conditions indicate that strengthening socio-emotional competencies is an increasingly urgent need in the modern education system.

Although various studies have addressed the socio-emotional development of children and adolescents, most studies still focus on specific age groups and have not comprehensively examined the dynamics of socio-emotional development from childhood to adolescence in a single, integrated study (Gotlieb et al., 2022; Tang et al., 2023; Hikmah et al., 2024). Yet, understanding the developmental characteristics at each age stage is crucial for designing educational strategies that meet the developmental needs of students. Therefore, this study was conducted to analyze the dynamics of socio-emotional development in children from childhood to adolescence by examining the developmental characteristics at each stage and their implications for education. The results are expected to serve as a reference for educators, parents, and policymakers in developing educational environments that optimally support students' socio-emotional development.

METHODS

This study employed a qualitative approach with a library research method. This method was chosen because the study aimed to analyze and synthesize various concepts, theories, and research findings related to the dynamics of children's social-emotional development from childhood to adolescence. The literature review enabled researchers to gain a comprehensive understanding of the characteristics of social-emotional development at each age stage and its implications for education. The research data sources consisted of secondary data obtained from various scientific literature, such as academic books, journal articles, proceedings, and other scientific documents relevant to the research theme (Jones et al., 2011; Saitadze & Lalayants, 2021; Engkizar et al., 2026). The literature used was selected based on the suitability of the topic, the credibility of the source, and the recency of the information supporting the research objectives. The study focused on theories of social-emotional development, the factors that influence it, the characteristics of development in childhood and adolescence, and the implications of this development for educational practice. Data collection techniques were carried out through documentation studies by tracing, identifying, and collecting various relevant literature sources. The data were then analyzed using content analysis techniques (Runcinski et al., 2018; Mukhlis & Mbelo, 2019; Nisa et al., 2021; Mutathahirin et al., 2026). The analysis was carried out through several stages: first, collecting and selecting literature that is in accordance with the research focus; second, organizing data based on main themes related to socio-emotional development; third, data reduction to select relevant information; fourth, data interpretation by comparing various theories and previous research results; and fifth, systematic drawing of conclusions to obtain a complete understanding of the dynamics of children's socio-emotional development from childhood to adolescence. Thus, the research results are expected to have a high level of accuracy and credibility and can provide conceptual contributions in the development of education that supports optimal socio-emotional development of students.

RESULT AND DISCUSSION

Social-emotional development is a continuous process from childhood to adolescence. This development includes an individual's ability to recognize and manage emotions, build social relationships, understand the feelings of others, and form a positive self-identity. Each stage of development has different characteristics according to the individual's level of biological, cognitive, and social maturity. These six aspects are interrelated and play a role in the formation of personality, character, and individual success in living social life. A more detailed explanation of the six key aspects that describe the dynamics of children's social-emotional development from childhood through to adolescence can be seen in Figure 1.

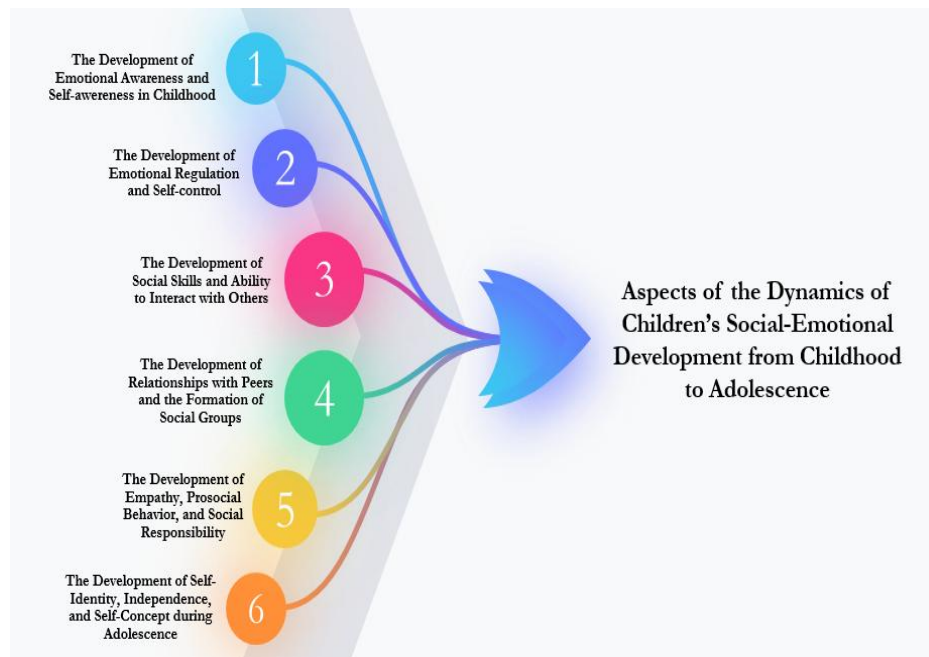


Fig 1. Aspects of the Dynamics of Children's Social-Emotional Development from Childhood to Adolescence

The Development of Emotional Awareness and Self-awareness in Childhood

Research shows that emotional awareness and self-awareness are the main foundations of children's social-emotional development. During childhood, children begin to recognize basic emotions such as happiness, sadness, anger, fear, and disappointment. The ability to recognize these emotions develops through interactions with parents, family members, teachers, and the surrounding environment (Huggins et al., 2021; Thaintheerasombat & Chookhampaeng, 2022; Rubab et al., 2024). According to Mertens et al. (2022), the ability to understand emotions from an early age helps children recognize their feelings, allowing them to express them more appropriately and socially. The development of emotional awareness occurs in line with children's cognitive maturity. At an early age, children tend to understand emotions simply based on their direct experiences. However, as they enter school age, children begin to understand that emotions can be influenced by various situations and that each individual can have different emotional responses to the same event (Smith et al., 2019; Annisa, 2023; Angeling et al., 2024; Dubey, 2024). This aligns with Piaget's theory of cognitive development, which explains that increased thinking skills enable children to understand the relationship between experiences, thoughts, and emotions in a more complex way.

In addition to recognizing emotions, children also begin to develop self-awareness skills, such as their abilities, interests, strengths, and limitations. Haryono et al., (2024) explain that self-concept in childhood develops through social

experiences and feedback received from the environment. Praise, appreciation, and support provided by parents and teachers can help children build a positive self-perception and increase self-confidence. The family environment plays a very important role in the development of emotional awareness and self-awareness in children. Parents who are responsive to children's emotional needs tend to help children understand and manage their emotions well. Conversely, parenting styles that are too harsh or provide insufficient emotional attention can hinder the development of self-awareness and increase the risk of behavioral problems (Yanti et al., 2019; Astutik & Kholifah, 2023; Andriyani & Sa'adah, 2024). Therefore, the quality of the relationship between parents and children is a crucial factor in the formation of socio-emotional competencies in childhood. The development of optimal emotional awareness and self-awareness has a positive impact on children's academic and social lives. Children who are able to recognize and understand their emotions tend to adapt more easily to the school environment, build healthy relationships with peers, and demonstrate better problem-solving skills (Martens et al., 2022; Bassi et al., 2023; Hadi & Gharaibeh, 2023; Salem et al., 2025). Therefore, developing emotional awareness and self-awareness needs to be an essential part of the educational process to support children's development.

The Development of Emotional Regulation and Self-control

Studies have shown that emotional regulation and self-control are abilities that develop gradually with a child's age and psychological maturity. Emotional regulation refers to an individual's ability to recognize, manage, and express emotions appropriately according to the situation at hand (Neumann et al., 2017; Lacin & Turp, 2022; Pebriyanti et al., 2025). Meanwhile, self-control relates to the ability to restrain impulses, regulate behavior, and consider consequences before acting. These two abilities are important components of socio-emotional development because they influence how individuals respond to various social and emotional situations in everyday life. In early childhood, emotional regulation abilities are still relatively limited. Children often express emotions spontaneously through crying, anger, or impulsive behavior when faced with situations that do not align with their wishes (Alviyan, 2020; Risal & Alam, 2021; Heliyanty, 2022; Khansa, 2025). However, as children grow older, they begin to learn to control their emotional reactions through social experiences and guidance from adults. Intarti (2020) explains that the development of emotional regulation occurs along with the increasing cognitive ability of children to understand the causes of emotions and develop appropriate strategies for managing them.

The development of emotional regulation is strongly influenced by the family environment and parenting styles adopted by parents. Children who grow up in a warm, supportive environment that provides opportunities to express feelings openly tend to have better self-control skills (Asyia et al., 2022; Wardani & Suriani, 2024; Ramadhan et al., 2024; Leswidyanti et al., 2025). Conversely, a conflict-ridden environment or overly harsh parenting styles can cause children to experience difficulties in managing their emotions. Densius (2024) explains that children learn to regulate their behavior and emotions through the process of observing and imitating the behavior displayed by those around them, especially parents. In addition to the family, schools also play a crucial role in fostering the development of emotional regulation and self-control. Interactions with teachers and peers provide opportunities for children to learn to deal with conflict, manage disappointment, and develop constructive problem-solving skills. Through various learning activities and social interactions, children learn to understand that not all desires can be fulfilled immediately, thus requiring patience, discipline, and self-control (Nufiar, 2021; Khoirunnisa et al., 2023; Aulia et al., 2024). These skills are crucial for students'

academic and social success. Optimal development of emotional regulation and self-control provides numerous benefits for the lives of children and adolescents. Children who are able to manage their emotions well tend to have more positive social relationships, cope effectively with stress, and exhibit more adaptive behavior in various situations. Conversely, poor emotional regulation skills are often associated with aggressive behavior, difficulty adapting, and various psychological problems (Ardi, 2025; Mazroah & Hanif, 2025). Therefore, the development of emotional regulation and self-control needs to be an integral part of education to help students develop into emotionally mature and responsible individuals.

The Development of Social Skills and Ability to Interact with Others

Studies show that social skills and the ability to interact with others are important aspects of socio-emotional development, which develop progressively from childhood to adolescence. Social skills include the ability to communicate, cooperate, share, respect others, resolve conflicts, and build positive interpersonal relationships (Selomo et al., 2020; Syamsudin & Hadi, 2025). These skills enable individuals to participate effectively in social life and adapt to the various environments they encounter. During childhood, social skills begin to develop through interactions with family and the surrounding environment. Children learn to understand simple social rules, such as taking turns, sharing toys, listening to others, and following instructions (Febriana & Muhammad, 2023; Alnin & Rohi, 2025; Nisa et al., 2026). As children grow older, increasingly diverse social experiences help children develop better communication skills and understand prevailing norms and values in society. According to Purnamasari et al., (2018), social interaction plays a central role in individual development because through these interactions, children gain various experiences that support the development of their thinking skills and social behavior. The school environment is one of the main means of developing children's social skills (Al Atasari & Ichsan, 2025). At school, children not only learn academic material but also learn to cooperate, communicate, negotiate, and resolve conflicts with peers. Through group activities, discussions, and various collaborative activities, children have the opportunity to develop the interpersonal skills necessary for social life (Dewi, 2021; Syah & Sesmiarni, 2022; Simamora et al., 2025). These experiences help children understand the importance of tolerance, respect, and cooperation in achieving common goals.

The development of social skills is also influenced by family, cultural, and broader social factors. Muftianingrum & Pudjiastutu (2019) explain that individual development is the result of the interaction between various environmental systems that influence each other. Children who grow up in environments that support positive communication and social relationships tend to have better social skills than children who experience limited social interactions. Furthermore, the development of digital technology also influences the social interaction patterns of children and adolescents, both in the form of opportunities to expand social networks and challenges in building effective face-to-face communication. Optimally developed social skills have a positive impact on academic success, psychological well-being, and the quality of an individual's interpersonal relationships (Annisa & Djamal, 2021; Mulyawati et al., 2022). Children with good social skills tend to adapt more easily to new environments, are able to build healthy relationships with friends and teachers, and have higher levels of self-confidence. Therefore, schools and families need to collaborate to create an environment that supports the development of social skills through various activities that encourage communication, collaboration, and positive social interactions.

The Development of Relationships with Peers and the Formation of Social Groups

Research shows that peer relationships and the formation of social groups are crucial aspects of the socio-emotional development of children and adolescents. Peers provide a social environment that provides opportunities for individuals to learn to interact, collaborate, share experiences, and understand various social norms prevailing in society (Kurniawan & Sudrajat, 2017; Melinda & Izzati, 2021). As children grow older, peer relationships become increasingly complex and have a greater influence on the development of an individual's personality, behavior, and social identity. Therefore, the quality of peer relationships is a crucial factor in supporting healthy socio-emotional development. During childhood, social relationships generally center on play and simple interactions. Children begin to choose friends based on physical proximity, shared interests, and frequency of interaction. Through collaborative play, children learn various social skills such as sharing, cooperation, following rules, and resolving conflicts. According to Saharani et al. (2021), interactions with peers provide a different social experience than relationships with parents because children are required to build relationships of equality, mutual understanding, and respect. These experiences help children develop the social adaptation skills necessary for social life.

As they enter school and adolescence, peer relationships become increasingly complex. Individuals begin to form social groups based on shared interests, goals, values, and specific activities (Scholte & Van, 2020). Social groups provide a means for adolescents to gain emotional support, social recognition, and a sense of belonging to a community. Izzani et al. (2024) explain that peer relationships play a crucial role in the process of developing self-identity because through these social interactions, adolescents gain the opportunity to explore the various roles and values that develop in their environment. Therefore, peer groups often serve as a powerful source of influence on adolescents' attitudes and behaviors. The development of peer relationships is influenced by various factors, such as communication skills, social skills, family parenting styles, and the school environment. Children with strong social skills tend to be more easily accepted by their peers and are able to build positive relationships (Zhou et al., 2023; Berger et al., 2026). Conversely, difficulties in interacting often lead to social rejection, isolation, or conflict with peers. Furthermore, technological developments and social media influence the social relationships of children and adolescents. While social media allows individuals to expand their network of friends, it can also pose various risks, such as cyberbullying, social pressure, and dependence on virtual recognition. Positive peer relationships significantly impact an individual's socio-emotional development. Children and adolescents with healthy social relationships tend to have higher levels of self-confidence, better adaptability, and more positive mental health (Damayanti & Khasanah, 2025; Tambunan et al., 2025). Conversely, negative social relationships can increase the risk of anxiety, loneliness, low self-esteem, and various behavioral problems. Therefore, families and schools need to create an environment that supports healthy, inclusive, and respectful social relationships so that students' socio-emotional development can proceed optimally.

The Development of Empathy, Prosocial Behavior, and Social Responsibility

The results of the study indicate that the development of empathy, prosocial behavior, and social responsibility are important components in the formation of an individual's character and social competence. Empathy refers to the ability to understand, feel, and respond to the emotional states of others, while prosocial behavior is an action aimed at providing benefits to others, such as helping, sharing, collaborating, and showing concern (Rahmatullah et al., 2026; Istikomah & Andriani, 2026). Meanwhile, social responsibility relates to an individual's awareness of their rights and obligations as part of a social group or society. These three aspects

develop gradually from childhood and become more mature during adolescence. In childhood, the development of empathy begins when children begin to recognize the emotions experienced by others. Children learn to understand that others also have feelings that can differ from their own. Rahayuningsih (2024) explains that the development of empathy occurs through several stages, starting from simple emotional responses to the ability to understand the emotional states of others in a more complex way. As children grow older, they are not only able to recognize other people's feelings, but also begin to show concern and a desire to help when they see others experiencing difficulties or sadness.

The development of empathy contributes to the emergence of prosocial behavior in everyday life. Children with high levels of empathy tend to more easily demonstrate behaviors such as helping, sharing, cooperating, and respecting others. According to Suryandari et al., (2019), prosocial behavior develops through a socialization process involving family, school, and the community. Parents who model positive behaviors, such as caring and helping each other, play a crucial role in shaping prosocial tendencies in children. Furthermore, experiences interacting with peers also provide opportunities for children to practice various positive social behaviors. During adolescence, the development of empathy and prosocial behavior is increasingly linked to the emergence of social responsibility. Adolescents begin to understand that they are part of society and have the right and obligation to contribute to the common good (Afiif et al., 2018; Wahyu et al., 2026). This awareness encourages the emergence of various forms of social participation, such as volunteering, group work, environmental awareness, and involvement in community activities. According to Syamsudin & Hadi's (2025) moral development theory, an individual's ability to act based on the principles of justice, care and social responsibility is important.

The development of empathy, prosocial behavior, and social responsibility has significant implications for both individual and societal lives. Individuals with high levels of empathy and social awareness tend to be able to build harmonious interpersonal relationships, reduce social conflict, and contribute positively to their surroundings. Therefore, education needs to pay greater attention to the development of humanitarian values, social awareness, cooperation, and responsibility through character education, collaborative learning, and various social activities that directly involve students. Thus, schools will not only produce individuals who are academically intelligent but also possess social sensitivity and strong character in community life.

The Development of Self-Identity, Independence, and Self-Concept during Adolescence

The study results show that the development of self-identity and self-concept are the main characteristics of socio-emotional development in adolescence. Adolescence is a transition period from childhood to adulthood marked by various biological, cognitive, emotional, and social changes. At this stage, adolescents begin to understand who they are, the values they believe in, and the roles they want to play in life. This process of searching for identity makes adolescence a crucial and challenging period in socio-emotional development. According to Saharani et al., (2021), the main developmental task in adolescence is achieving self-identity and avoiding role confusion that can hinder an individual's psychological development. The development of self-identity is characterized by an increasing ability of adolescents to reflect on themselves. Adolescents begin to question various aspects of life, such as life goals, ideals, beliefs, moral values, social relationships, and their position within the family and community (Subekti et al., 2026). The ability to think abstractly that develops at the formal operational stage, as explained by Piaget, allows

adolescents to evaluate various possibilities related to their future. Therefore, adolescents often experience a process of exploring various identity options before ultimately forming a commitment to specific values and life goals. This process is a normal part of psychological development and plays a crucial role in the formation of a mature personality.

In addition to self-identity, adolescence is also marked by the development of independence in various aspects of life. Independence refers to an individual's ability to make decisions, manage their life, and take responsibility for their actions without excessive dependence on others. Rismi et al., (2022) explain that the development of independence during adolescence encompasses emotional, behavioral, and cognitive aspects. Adolescents begin to reduce their dependence on their parents, develop their own decision-making abilities, and demonstrate greater responsibility for their duties and obligations. However, the need for support and guidance from their family remains necessary for the process of developing independence to proceed positively and purposefully. The development of self-concept also undergoes significant changes during adolescence. Self-concept is an individual's image, assessment, and belief in themselves, encompassing physical, social, academic, emotional, and moral aspects. Haura et al., (2026) explain that self-concept becomes more complex during adolescence as individuals begin to integrate various experiences and social assessments received from their environment. Relationships with parents, teachers, and peers have a significant influence on the formation of adolescents' self-concept. Adolescents who receive support, appreciation, and social acceptance tend to have a positive self-concept, while experiences of rejection, failure, or excessive criticism can lead to a negative self-concept and lower self-esteem.

The optimal development of self-identity, independence, and self-concept has important implications for adolescents' success in social, academic, and psychological life. Adolescents with a clear self-identity, a strong sense of independence, and a positive self-concept tend to be more confident, able to face various challenges, and have better adjustment skills. Conversely, failure to develop these three aspects can lead to identity confusion, low self-confidence, excessive dependence, and various social and emotional problems. Therefore, families, schools, and communities need to play an active role in providing support, guidance, and opportunities for adolescents to explore their potential so that they can develop into mature, responsible individuals who are ready to face adulthood.

CONCLUSION

Social-emotional development is a continuous process from childhood to adolescence. Studies show that social-emotional development encompasses six main aspects: emotional awareness and self-awareness, emotional regulation and self-control, social skills and interpersonal skills, peer relationships and social group formation, empathy, prosocial behavior, and social responsibility, as well as self-identity, independence, and self-concept during adolescence. Each aspect develops gradually as an individual matures cognitively, emotionally, and socially and is influenced by various factors, such as family, school, peers, and the broader social environment. Optimal social-emotional development contributes to character formation, mental health, peer relationships, and the broader social environment. Optimal social-emotional development contributes to character formation, mental health, social adaptability, and academic success of students. Therefore, education needs to provide balanced attention between the development of cognitive and social-emotional aspects through the implementation of social-emotional learning, character education, and strengthening collaboration between families and schools.

These efforts are important to support the formation of individuals who not only excel academically, but also have emotional maturity, good social skills, and are ready to face various challenges of life in adulthood.

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