

Peran Mediasi Sosialisasi Emosi dalam Hubungan antara Regulasi Emosi Ibu dan Regulasi Emosi Anak pada Usia Prasekolah (3-6 Tahun) = The Mediating Role of Emotion Socialization in the Relationship Between Maternal Emotion Regulation and Children's Emotion Regulation in Preschool Age (3-6 Years Old)

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Abstrak

Anak usia prasekolah rentan mengalami permasalahan regulasi emosi yang berdampak pada aspek psiko-sosial dan akademik, baik pada saat ini maupun usia mendatang. Regulasi emosi anak terbukti berhubungan dengan regulasi emosi ibu dan sosialisasi emosi juga terbukti mampu berperan sebagai mediator dalam hubungan ini. Penelitian ini ingin mengetahui peran sosialisasi emosi sebagai mediator dalam hubungan antara regulasi emosi ibu dan anak usia prasekolah. Penelitian kuantitatif dengan desain korelasional ini melibatkan 205 ibu dari anak usia prasekolah (3-6 tahun) sebagai partisipan.

Hasil analisis mediasi menunjukkan bahwa tidak terdapat direct effect yang signifikan antara regulasi emosi ibu dan anak usia prasekolah dan tidak terdapat indirect effect yang signifikan melalui sosialisasi emosi secara supportive, tetapi terdapat indirect effect yang ditemukan signifikan melalui sosialisasi emosi secara unsupportive dalam memediasi hubungan antara regulasi emosi ibu dan anak usia prasekolah. Dengan demikian, dapat disimpulkan bahwa regulasi emosi ibu tidak dapat berhubungan secara langsung dengan regulasi emosi anak usia prasekolah, tetapi harus melewati sosialisasi emosi secara unsupportive terlebih dahulu untuk berhubungan dengan regulasi emosi anak usia prasekolah.

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Preschool-aged children are vulnerable to emotional regulation problems that have an impact on psychosocial and academic aspects, both now and in the future. Children's emotional regulation has been shown to be related to maternal emotion regulation and emotional socialization has also been shown to be able to act as a mediator in this relationship. The current study examined the role of emotion socialization as a mediator of the relations between maternal emotional regulation and emotion regulation of preschool-aged children. This quantitative study with a correlational design involved 205 mothers of preschool children (3-6 years old) as participants.

Results of the mediation analysis revealed that there was no significant direct effect between the maternal emotion regulation and preschool-aged children was not significant, and there was no significant indirect effect through supportive emotional socialization, whereas there was significant indirect effect through unsupportive emotional socialization in mediating the relationship between maternal emotion regulation and preschool-aged children. Therefore, it can be concluded that maternal emotional regulation cannot be directly related to emotional regulation of preschool-aged children, but must pass through unsupportive emotional socialization first to correlate with emotional regulation of preschool-aged children.