

The influence of grit on the social and emotional development of children aged 5-6 at the Iwing Family Preschool

Dede Setiawan^{1*}, Arie Widiyastuti², Childa Kumala Azzahri³

¹ Universitas Pancasakti, Indonesia

² Universitas Pancasakti, Indonesia

³ Universitas Pancasakti, Indonesia

Article Info

Article history:

Received August 01, 2025

Revised September 24, 2025

Accepted October 15, 2025

Keywords:

Grit

Social Emotional

Abstract

This study aimed to examine the influence of grit on the social-emotional development of children aged 5–6 years at PAUD Iwing Family. A quantitative approach with Pearson correlation analysis was applied to 21 children as participants. Data were collected through structured observations and validated questionnaires. The results showed that 19 children (69.0%) had a high level of grit, 2 children (31.0%) were categorized as moderate, and none were classified as low. The Pearson correlation test revealed a significant positive relationship ($p < 0.05$) between grit and social-emotional development, indicating that higher grit is associated with better social-emotional outcomes. These findings underscore the importance of grit as a key factor in children's achievement motivation and emotional well-being. Therefore, fostering resilience and perseverance from an early age should be prioritized in early childhood education.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Name Author: Dede Setiawan

Affiliation, Country: Universitas Pncasakti, Indonesia

Email Author: dedesetiawan77@guru.paud.belajar.id

INTRODUCTION

Early Early childhood (0–6 years) is considered a golden age that determines the development of all aspects, including social-emotional growth. At this stage, children need optimal stimulation through nurturing, protection, and learning in early childhood education (ECE) settings to develop their ability to interact, manage emotions, and adapt according to their developmental stage. Papalia & Martorell (2021) emphasize that social-emotional development in early childhood is closely related to self-regulation skills and interpersonal relationships. Social-emotional competence plays a crucial role in children's lives, as it influences decision-making, attitudes, and everyday behavior, even more dominantly than cognitive aspects (Denham et al., 2020; Abnathya, 2021; Schneider, 2022). However, in practice, challenges in children's social-emotional development are still frequently found. Some children in ECE institutions struggle with interaction, sharing, waiting their turn, or taking initiative in group activities. This condition indicates that

the attainment of social-emotional development in the 5–6 age range is not yet optimal. Santrock (2020) asserts that insufficient early social stimulation can delay children’s emotional regulation and social skills. Several factors contribute to these challenges, including the lack of meaningful stimulation, limited habituation of discipline, and weak reinforcement of non-cognitive character traits that support children’s emotional management (Lickona, 2018). One potential solution is to strengthen grit, a personality trait characterized by perseverance and passion for long-term goals. Duckworth et al (2007) found that grit significantly predicts educational success outcomes such as academic performance, long-term persistence, and completion rates beyond the influence of IQ and conscientiousness

2007-duckworth

Grit consists of dimensions such as growth mindset, resilience, initiative, and perseverance, all of which can help children face difficulties, engage in social interactions, and regulate emotions effectively (Credé et al., 2017). Li & Li (2021) highlight that grit is both a social and emotional construct, strongly linked to learners’ perseverance, self-regulation, and optimism, which directly contribute to their socio-emotional competence. The Role of Grit on Students’ Academic Achievement Similarly, evidence-based social-emotional learning (SEL) interventions for preschoolers have been shown to enhance children’s emotional regulation, interpersonal skills, and readiness for academic learning (Ribner et al., 2023). Based on previous studies (state of the art), grit emerges as an important non-cognitive factor in supporting social-emotional development. However, specific studies focusing on the relationship between grit and social-emotional development in the context of early childhood education remain limited (Sudrajat, 2022). Therefore, further investigation is necessary to deepen the understanding of this relationship.

The novelty of this study lies in its focus on analyzing the link between grit and social-emotional development among children aged 5–6 years at PAUD Iwing Family. Additionally, this research involves both parents and teachers in the assessment process, providing a more comprehensive perspective (Enjelina, 2022; Maulia, 2024; Nainggolan, 2022; Oktavia, 2024). The purpose of this study is to analyze the influence of grit on the social-emotional development of children aged 5–6 years at PAUD Iwing Family, and to provide recommendations for meaningful learning stimulation that can support children’s optimal development according to their age stage.

METHOD

This research employed a quantitative method with an associative approach to examine the influence of grit (X) on the social-emotional development (Y) of children. Quantitative research is based on positivism, which emphasizes measurable and objective data that can be analyzed statistically to identify patterns and relationships among variables (Sugiyono, 2018). The associative approach was applied to determine the causal relationship between two variables in order to explain a particular phenomenon (Buku Metode Penelitian Kuantitatif dan Kualitatif, 2020).

RESULTS AND DISCUSSION

Result

The study was conducted from March 25 to April 4, 2025 at PAUD Iwing Family. The research subjects were 21 children aged 5–6 years from classes A and B, consisting of 13 girls and 8 boys. Based on age, 5 children were 5 years old and 16 children were 6 years old. The research instrument consisted of a questionnaire containing grit and social-emotional development scales, which were completed by parents through Google Forms and direct interviews. The collected data were processed and presented in the form of tables and graphs after undergoing validity and reliability tests.

The results of the questionnaire showed that the average grit score was 3.9 (categorized as moderate–high), indicating that children were generally persistent and consistent in completing tasks and demonstrated stable interests. Meanwhile, the average social-emotional development score was 4.0 (categorized as good),

suggesting that children were able to manage emotions, demonstrate empathy, and build positive social interactions.

Further statistical analysis revealed a positive and significant relationship between grit and children's social-emotional development ($r = 0.690$; $p < 0.05$). This means that the higher the grit level children possess, the better their social-emotional development. The findings also showed that no child had a low grit level. A total of 19 children (69%) demonstrated high grit, while the remaining 2 children (31%) were categorized as moderate grit.

These findings highlight that children at PAUD Iwing Family generally demonstrate relatively high levels of grit, and that perseverance plays an important role in supporting the social-emotional development of early childhood, particularly those aged 5–6 years

Tabel 1. Distribution of Grit Levels among Children at PAUD Iwing Family

Item	R-hitung	R-Tabel	Keterangan
1	0,85	0,05	Valid
2	0,74	0,05	Valid
3	0,80	0,05	Valid
4	0,52	0,05	Valid
5	0,57	0,05	Valid
6	0,88	0,05	Valid
7	0,81	0,05	Valid
8	0,79	0,05	Valid
9	0,85	0,05	Valid
10	0,82	0,05	Valid
11	0,39	0,05	Tidak Valid
12	0,01	0,05	Tidak Valid

The statistical analysis showed a significant relationship between grit and children's social-emotional development ($r = 0.65$; $p = 0.002$). This means that the higher the grit possessed by children, the better their social-emotional development.”

Discussion

The results of this study indicate that grit has a significant relationship with the social-emotional development of children aged 5–6 years at PAUD Iwing Family. Children with higher levels of grit tend to demonstrate stronger self-control, responsibility, and interpersonal skills. This finding is consistent with Duckworth et al (2007), who defined grit as perseverance and passion for long-term goals and demonstrated

its predictive power for success beyond cognitive ability 2007-duckworth Moreover, Li & Li (2021) emphasized that grit is not only an academic trait but also a socio-emotional construct that fosters persistence, self-regulation, and optimism. They highlighted that learners with higher grit are better able to endure challenges and maintain motivation despite difficulties *The_Role_of_Grit_on_Students_Ac*. These results suggest that grit supports children's ability to manage emotions, build positive peer relationships, and persist in tasks. In addition, Aksoy & Gresham (2024); Jiang et al (2022); Ştefan et al (2022); Whitaker et al (2021) underlined that social-emotional learning (SEL) interventions—particularly those involving play-based activities, role-playing, and family involvement—are highly effective in developing preschool children's social-emotional competence .

The present findings align with this perspective, showing that grit, as a non-cognitive factor, complements structured SEL practices by strengthening perseverance and emotional regulation in children. Taken together, these findings reinforce the theoretical view that grit is a crucial non-cognitive factor influencing children's development. Cultivating grit in early childhood—both at school and at home—can provide a foundation for resilience, achievement motivation, and social-emotional well-being. Thus, early childhood education should integrate strategies to foster perseverance, consistency of interest, and resilience as part of holistic child development.

Table 1 presents the descriptive statistics of grit and social-emotional development. The grit score ranged from 2.7 to 5.0 with a mean of 3.9 (SD = 0.7), while the social-emotional score ranged from 2.8 to 5.0 with a mean of 4.0 (SD = 0.6)."

Table 2. Data Acquisition of Grit Levels and Social-Emotional Development

Aspect	Minimun	Maksimum	Average	SD
Grit	2.7	5.0	3.9	0.7
Social Emotional	2.8	5.0	4.0	0.6

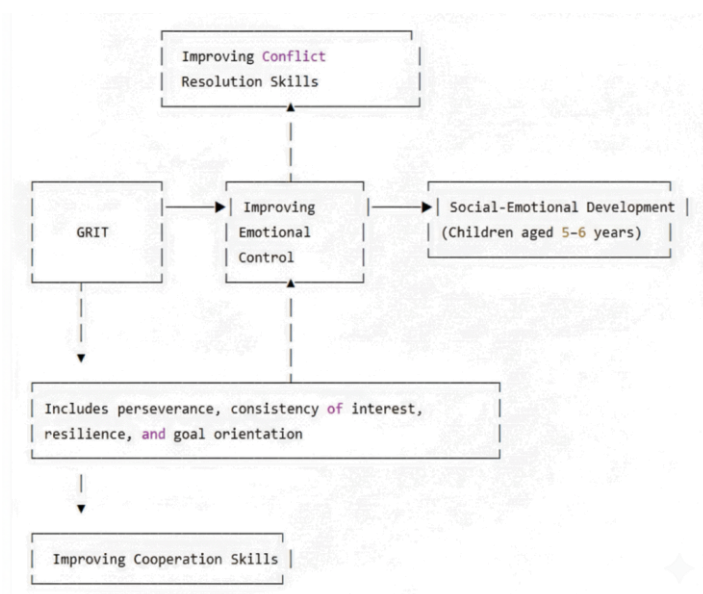


Figure 1. The Influence of Grit on Social-Emotional Development of Children Aged 5–6 Years

CONCLUSION

This study concludes that grit has a significant positive influence on the social-emotional development of children aged 5–6 years at PAUD Iwing Family. Children with higher grit levels show better self-control, responsibility, and interpersonal skills. These findings confirm grit as an essential non-cognitive factor in early childhood development and emphasize the importance of fostering perseverance and resilience through family and school environments to support children's optimal growth.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to Zaharuddin, SE., MM., Ph.D., Rector of Universitas Panca Sakti Bekasi, for his valuable guidance, advice, and encouragement delivered with great patience. Appreciation is also extended to Dr. Yon, A.E., M.Pd., Dean of the Faculty of Teacher Training and Education, for his direction, contribution of ideas, and support throughout this research. The author is deeply thankful to Ibu Arie Widiyastuti, M.Pd., Head of the Early Childhood Education Study Program and Supervisor I, for her careful guidance, meaningful advice, and patience during the supervision process. Special thanks are also addressed to Childa Kumala Azzahri, S.Pd., M.Pd., as Supervisor II, for her dedication, constructive feedback, and thoughtful assistance provided with sincerity and attention to detail during the preparation of this study.

REFERENCES

- Abnathya, A. (2021). *The Impact of Technology on Preschool Children's Social & Emotional Development*. College of Saint Elizabeth.
- Aksoy, P., & Gresham, F. M. (2024). Evidence-based social-emotional learning intervention programs for preschool children: An important key to development and learning. *International Journal of Psychology and Educational Studies*, 11(3), 201–217.
- Credé, M., Tynan, M. C., & Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology*, 113(3), 492.
- Denham, S. A., Bassett, H. H., Zinsner, K. M., Bradburn, I. S., Bailey, C. S., Shewark, E. A., Ferrier, D. E., Liverette, K. H., Steed, J., & Karalus, S. P. (2020). Computerized social-emotional assessment measures for early childhood settings. *Early Childhood Research Quarterly*, 51(2), 55–66.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Enjelina, M. (2022). *Pola Pengawasan Orang Tua Terhadap Penggunaan Gadget pada Anak Usia 5-6 Tahun di Desa Pauh Ranap Kecamatan Peranap Kabupaten Indragiri Hulu*. UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU.
- Jiang, Q., Dill, S., Sylvia, S., Singh, M. K., She, X., Wang, E., Medina, A., & Rozelle, S. (2022). Parenting centers and caregiver mental health: Evidence from a large-scale randomized controlled trial in China. *Child Development*, 93(5), 1559–1573. <https://doi.org/10.1111/cdev.13782>
- Li, J., & Li, Y. (2021). The Role of Grit on Students' Academic Success in Experiential Learning Context. *Frontiers in Psychology*, 12(1), 1–7. <https://doi.org/10.3389/fpsyg.2021.774149>
- Lickona, T. (2018). *How to raise kind kids: And get respect, gratitude, and a happier family in the bargain*. London : Penguin.
- Maulia, M. (2024). *Pengaruh Penggunaan Smartphoneterhadap Perilaku Sosial Emosional Anak Usia 5-6 Tahun Di Desa Tanjung Raya Simeulue*. Universitas Bina Bangsa Getsempena.
- Nainggolan, T. D. T. (2022). *Pengaruh Bermain Puzzle dan Dukungan Sosial Guru terhadap Resiliensi Anak Usia 5-6 Tahun di PAUD Kenanga Raya Medan*. Universitas Medan Area.
- Oktavia, A. (2024). *Pengaruh Regulasi Diri dan Grit terhadap Kecemasan saat Menyusun Skripsi pada Mahasiswa Tingkat Akhir*. UNUSIA.

- Papalia, D. E., & Martorell, G. (2021). *Desenvolvimento Humano-14*. Brasil :McGraw Hill.
- Ribner, A. D., Ahmed, S. F., Miller-Cotto, D., & Ellis, A. (2023). The role of executive function in shaping the longitudinal stability of math achievement during early elementary grades. *Early Childhood Research Quarterly*, 64(4), 84–93. <https://doi.org/10.1016/j.ecresq.2023.02.004>
- Santrock, J. W. (2020). *A Topical approach to life-span development*. Brasil :McGraw Hill.
- Schneider, M. (2022). *First Steps in Social Emotional Learning Technology: A Digital Diagnostic Assessment's Impact on Educator Social Emotional Learning Development*. The Chicago School of Professional Psychology.
- Ștefan, C. A., Dănilă, I., & Cristescu, D. (2022). Classroom-wide school interventions for preschoolers' social-emotional learning: A systematic review of evidence-based programs. *Educational Psychology Review*, 34(4), 2971–3010.
- Sudrajat, T. (2022). *Hukum Birokrasi Pemerintah: Kewenangan dan Jabatan*. Sinar Grafika.
- Sugiyono. (2018). Metode penelitian kualitatif. *Metode Penelitian*.
- Whitaker, R. C., Dearth-Wesley, T., & Herman, A. N. (2021). The association of daily spiritual experiences with depression among Head Start staff. *Early Childhood Research Quarterly*, 56(1), 65–77. <https://doi.org/10.1016/j.ecresq.2021.03.001>