

Exploring the Correlation Between Peer Interaction and Self-Esteem in Early Childhood: A Study of 5–6-Year-Olds in Indonesian Kindergartens

Nuzulia Rizkika Wahyudyanti¹, Anayanti Rahmawati²

¹ Universitas Sebelas Maret, Surakarta, Indonesia; nuzuliarizkika@student.uns.ac.id

² Universitas Sebelas Maret, Surakarta, Indonesia; anayanti_r@staff.uns.ac.id

ARTICLE INFO

Keywords:

early childhood;
peer interaction;
self-esteem;
kindergarten;
socio-emotional development

Article history:

Received 2025-03-13

Revised 2025-09-02

Accepted 2025-12-31

ABSTRACT

Self-esteem plays a critical role in early childhood development, influencing social competence, emotional well-being, and peer relationships. Given the increasing recognition of socio-emotional development in kindergartens, this study investigates the relationship between peer interaction and self-esteem in children aged 5–6 years. A quantitative correlational design was used, involving 100 kindergarten children selected through cluster random sampling from four schools in Banjarsari District, Surakarta. Data were collected using teacher-rated questionnaires adapted from validated instruments. The peer interaction scale consisted of 36 items (Cronbach's $\alpha = 0.983$), and the self-esteem scale included 7 valid items (Cronbach's $\alpha = 0.762$). Statistical analysis was conducted using the Pearson Product Moment correlation in SPSS 27. The analysis showed a significant positive correlation between peer interaction and self-esteem ($r = 0.593$, $p < 0.001$), indicating a moderate relationship. Most children fell into the medium category for both peer interaction (65%) and self-esteem (62%). Boys showed slightly higher averages in both variables compared to girls. The findings support theoretical perspectives, including Vygotsky's and Erikson's views on socio-emotional development, emphasizing the importance of peer interaction in shaping children's self-concept. While the study provides useful insights for educators and parents, its generalizability is limited due to its localized sample and reliance on teacher-reported data. Future research is recommended to adopt longitudinal designs and include observational or multi-informant assessments.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Nuzulia Rizkika Wahyudyanti

Universitas Sebelas Maret, Surakarta, Indonesia; nuzuliarizkika@student.uns.ac.id

1. INTRODUCTION

Self-esteem is a crucial aspect of early childhood development because it shapes how children view themselves, their self-confidence, and their ability to interact socially (Anggraeni & Muchlisin, 2023; Solekha & Maranatha, 2022, Orth & Robins, 2022). One challenge that may hinder child development is bullying, which is commonly found in school environments. Bullying can take physical, verbal, or

relational forms (Ayuni, 2021). Previous studies have shown that bullying negatively impacts children's social-emotional development, lowers self-confidence, and even increases the risk of depression later in life (Lee, 2020; Artanti et al., 2021; Munawarah, 2022; Nasution, 2021; Zhong et al., 2021). These findings highlight the importance of strengthening children's self-esteem and equipping them with strategies to cope with negative peer behaviors.

Self-esteem is generally defined as an individual's positive or negative evaluation of themselves (Pinquart & Gerke, 2019; Arroisi & Badi', 2022; Anggraeni & Muchlisin, 2023). Children with low self-esteem often feel unaccepted, have negative views of their abilities, and are more vulnerable to peer victimization (Salsabila & Fitriyani, 2020; Tantonno, 2019; Ayuni, 2021). In contrast, children with high self-esteem tend to be more confident and capable of building positive peer interactions.

Several factors influence self-esteem, including internal factors such as gender, intelligence, and physical condition, as well as external factors such as family, school, and social environment (Indriani et al., 2019). The school environment, particularly peer interaction, plays a vital role as it provides opportunities for children to practice cooperation, negotiation, and emotional connection. Peer interaction is often expressed through social play, both associative and cooperative, which are key indicators of social development (Suryani et al., 2022; Lee et al., 2022).

Previous research has demonstrated a positive relationship between peer interaction and self-esteem (Widhiyanti, 2008; Aprilla, 2020; Harris and Orth, 2020; Huang et al., 2022). Children with positive peer relationships tend to show higher self-esteem, while poor interactions are associated with lower self-esteem and greater emotional difficulties.

However, studies specifically focusing on children aged 5–6 years remain limited, even though this is a critical stage when peer interaction becomes more intensive and self-esteem develops more consistently. Observations in a kindergarten within the Banjarsari Cluster revealed that some children with low self-esteem appeared to give up easily, were reluctant to complete tasks, rarely engaged in peer play, and felt ignored by their friends. This suggests that greater support is needed to enhance both self-esteem and social skills in early childhood.

Therefore, this study aims to examine the relationship between peer interaction and self-esteem in children aged 5–6 years. The research question addressed is whether there is a significant relationship between peer interaction and self-esteem in early childhood.

2. METHODS

This study uses a quantitative correlational approach. Quantitative research involves much use of numbers, from data collection and analysis to presenting results (Fitri & Haryanti, 2020). Correlation research involves collecting data to determine whether or not there is a relationship between two or more variables (Sukardi, 2019). This study has two variables: peer interaction as a free or independent variable and self-esteem as a dependent variable. This study aims to determine the relationship between self-esteem and peer interaction in children aged 5–6.

The population used in this study was grade B children in one of the clusters in Banjarsari District, Surakarta City, totaling 174 children. In this cluster, there are four kindergartens. The sampling technique used was probability sampling, which is a type of cluster sampling. Cluster sampling selects samples when the research object or data source is comprehensive (Sugiyono, 2022). The sample or subjects in this study amounted to 100 children.

Based on sample selection by cluster random sampling, the following data were obtained on the number of samples in each kindergarten:

Table 1. The number of samples in each kindergarten

| Kindergarten | Sample | | Total |
|----------------|-----------|-----------|------------|
| | Boy | Girl | |
| Kindergarten A | 7 | 14 | 21 |
| Kindergarten B | 14 | 10 | 24 |
| Kindergarten C | 2 | 6 | 8 |
| Kindergarten D | 28 | 19 | 47 |
| Total | 51 | 49 | 100 |

The data collection technique used in this study was a questionnaire adapted from existing instruments. Mubarak (2022) defines it as a questionnaire data collection that contains some written questions or statements. Data were collected through a questionnaire designed to measure the level of self-esteem adapted from (Wood et al., 2021) and children's interaction with peers adapted from (Lee et al., 2022). Both instruments were translated from English into Indonesian to ensure comprehensibility and appropriateness for the local context, as they were originally designed for children. The peer interaction questionnaire consists of 36 statement items with an answer score of 1 to 4, while the child's self-esteem questionnaire consists of 10 statements with an answer score of 1 to 4.

The questionnaires were completed by classroom teachers in the kindergarten who had been teaching for at least three months and knew the children well. Teachers were chosen as raters because they regularly interact with the children, are familiar with their emotional and behavioral development, and are expected to provide neutral and objective assessments. Nevertheless, the possibility of rater bias exists; therefore, future research may benefit from triangulating teacher assessments with direct observations conducted by researchers or external observers.

Ethical considerations were addressed by obtaining approval from the participating schools. Teachers received clear explanations regarding the research objectives and procedures, and the anonymity and confidentiality of children's identities were strictly maintained.

2.1. Research Instrument Validation Techniques

1. Instrument Validity Test

The research instrument validity technique measures how well a test or instrument measures what it should measure (Sukardi, 2019). This study will use content validity to evaluate the content or material of the research instrument to ensure that the instrument can measure the construct or variable wholly and accurately (Sugiyono, 2022). Calculations will be carried out using the IBM SPSS 27 for Windows application with the Pearson Product-Moment method; an item is considered valid if it has a Sig. (2-tailed) value in the correlation table. According to (Gunawan, 2018), the decision-making for validity testing is if the significance value is $<0,05$, then the item on the questionnaire is said to be valid.

A validity test was conducted on 30 respondents included in the research sample. A validity test was conducted on the peer interaction variable instrument (X) and self-esteem (Y). Based on the results of the trial conducted on the peer interaction scale measuring instrument, no dropped items were found, while on the self-esteem scale measuring instrument, three dropped items were found, namely items number 3, 8, and 9.

2. Instrument Reliability Test

Reliability testing was carried out using the internal consistency method using the Cronbach Alpha formula, with the help of the IBM SPSS for Windows version 27 software application. The instrument is reliable if the significance value exceeds 0,70 (Muin, 2023). The aim is to determine the consistency of the measuring instrument used in collecting data on self-esteem and peer interaction in children. This test is conducted to ensure that the items in the instrument provide stable and reliable results when used repeatedly under the same conditions.

Table 2. Results of Research Instrument Reliability Test

| Scale | N | Cronbach's Alpha | Decision |
|------------------|----|------------------|----------|
| Peer Interaction | 36 | 0.983 | Reliable |
| Self-Esteem | 7 | 0.762 | Reliable |

Based on Table 2, the reliability test results with a score for the peer interaction measuring instrument are 0,983. A reliability score of 0,762 was obtained for the self-esteem measuring instrument. The reliability scores of both measuring instruments are greater than 0,70, so it can be concluded that both instruments are declared reliable.

2.2. Prerequisite Test Results

1. Normality Test

The normality test aims to see whether the data is typically distributed. Based on the Kolmogorov-Smirnov normality test results using the IBM SPSS 27 for Windows application, the value is 0,200. This value exceeds the significance level of 0,05 (Duli, 2019). These results indicate that the residual value of the data is usually distributed. The results of the normality test can be seen in Table 3 below.

Table 3. One-Sample Kolmogorov-Smirnov Normality Test Results: Peer Interaction Variables and Children's Self-Esteem

| | | Unstandardized Residual |
|-------------------------------|----------------|-------------------------|
| N | | 100 |
| Normal Parameters | Mean | 0.0000000 |
| | Std. Deviation | 2.16310185 |
| Most Extreme Differences | Absolute | 0.039 |
| | Positive | 0.039 |
| | Negative | -0.039 |
| Test Statistic | | 0.051 |
| Asymp. Sig. (2-tailed) | | 0.200 |

2. Linearity Test

The linearity test aims to determine whether the relationship between variables is linear. The linearity test was carried out with the help of the IBM SPSS 27 for Windows application. The relationship between variables is linear if the significance value of deviation from linearity is more than 0,05 (Priyatno, 2024). The linearity test results in Table 8 show that the significance value of deviation from linearity was 0,669. This shows that the significance value is more than 0,05, so it can be said that the independent variable and the dependent variable have a linear relationship.

Table 4. Linearity Test Result

| | | Df | F | Sig. |
|--------------------|----------------|----|-------|-------|
| Peer Interaction * | Deviation from | 51 | 0.883 | 0.669 |
| Self-Esteem | Linearity | | | |

3. FINDINGS AND DISCUSSION

This study obtained data from 100 children aged 5–6 years in kindergarten. Data was obtained through teacher assessments of peer interaction and self-esteem. Data on peer interaction and self-esteem in children were processed using the IBM SPSS version 27 for Windows application. Descriptive

analysis showed that the average peer interaction score was 113.85 (SD = 22.96) with a range from 46 to 144, while the average self-esteem score was 22.75 (SD = 2.68) with values ranging from 16 to 28. Categorization indicated that most children were in the medium category for both peer interaction (65%) and self-esteem (62%). A smaller proportion of children were classified in the high category (17% for peer interaction; 29% for self-esteem), while only a few were in the low category (18% and 9%, respectively). These findings suggest that, overall, children demonstrated moderate levels of interaction with peers and self-esteem, with some variation across individuals

3.1. Hypothesis Test Results

Hypothesis testing was conducted to examine the relationship between the independent variable (peer interaction) and the dependent variable (self-esteem). The Pearson Product-Moment correlation technique was applied using IBM SPSS 27 for Windows. Hypothesis test results are said to be correlated if the significance value is less than 0,05 (Priyatno, 2024).

Table 5. Hypothesis Test Results of Peer Interaction with Self-Esteem

| | | Peer Interaction | Self- Esteem |
|------------------|---------------------|---------------------|-----------------|
| Peer Interaction | Pearson Correlation | 1 | 0.593** |
| | Sig. (2-tailed) | | <.001 |
| | N | 100 | 100 |
| Self-Esteem | Pearson Correlation | 0.593** | 1 |
| | Sig. (2-tailed) | <.001 | |
| | N | 100 | 100 |

Based on Table 5, the significance value (Sig. 2-tailed) was <.001, indicating that H0 was rejected. Therefore, it can be concluded that there is a significant relationship between peer interaction and self-esteem in children aged 5–6 years. The relationship is positive, meaning that higher peer interaction is associated with higher self-esteem, while lower peer interaction is associated with lower self-esteem. The Pearson correlation coefficient ($r = 0.593$) indicates a moderate positive correlation (Sugiyono, 2022).

3.2. Discussion

The results of demographic data analysis provide an overview of the characteristics of respondents who became research subjects. Based on the children's age, most respondents were 5 (58%), and the rest were 6 (42%). This shows a fairly even age distribution within the TK B age range, so that the data obtained reflects the condition of the age group proportionally. Regarding gender, there were slightly more male respondents (51%) than female respondents (49%), indicating a balance in the gender representation of respondents.

Based on the parents' education history, most fathers had their highest education at the undergraduate (42%) and senior high school (36%) levels. In comparison, most mothers completed their education at the senior high school (44%) and undergraduate (36%) levels. This data indicates that there is diversity in parents' education levels. Parents' education plays an important role in shaping the parenting patterns applied to their children (Sari et al., 2020). Parents with higher education tend to have greater access to knowledge about parenting, communication, and emotional management. This allows parents to optimally support their children's emotional development, including self-recognition and self-esteem. Data on parents' occupations showed that most fathers worked as private employees (51%), while mothers were predominantly housewives (35%) and private employees (34%). In addition,

the distribution of family income showed that most respondents came from families with an income of more than 5 million per month (41%), indicating a relatively stable family economic condition.

Based on the data obtained by the author shows that there is a relationship between peer interaction variables and children's self-esteem. The author conducted a correlation test using the Pearson Product-Moment technique, which resulted in a significance value of less than 0,001. This means that the null hypothesis (H_0), namely "there is no relationship between peer interaction and self-esteem in early childhood," is rejected, and the alternative hypothesis (H_a), namely "there is a relationship between peer interaction and self-esteem in early childhood," is accepted. The correlation coefficient value obtained is 0,593, indicating a relationship between the peer interaction variable and the child's self-esteem variable included in the medium category, and the direction of the relationship between the two variables is positive. The results of the correlation test can be interpreted that there is a relationship or correlation between the two variables, namely peer interaction and self-esteem of children aged 5–6 years.

Children showed active participation in group play, with the highest mean score (3,55) on the indicator of liking to play with other children. In contrast, the lowest score (2,52) was found on the indicator of controlling playmates, indicating low social dominance. The two aspects of peer interaction, associative play, and cooperative play, showed that associative play had a higher mean, indicating that children were more focused on playing without an organized purpose. Boys had higher averages in both aspects than girls, indicating their more active involvement, in line with (Saputra, 2019) research that boys are more involved in physical play and intensive social interaction, while girls tend to play constructively and quietly.

Children generally had positive self-esteem, with the highest mean score (3,49) on being happy with oneself, indicating a positive self-perception. In contrast, the lowest score (3,01) on the indicator of not feeling like they have much to be proud of indicates that children rarely feel proud of themselves. The positive self-esteem aspect had a higher average than the negative self-esteem, indicating that most children had good self-esteem. However, some still showed traits of negative self-esteem. Boys had higher positive and negative self-esteem averages than girls, indicating they were more confident and accepting. Scores on the negative self-esteem aspects have been reversed so that lower scores indicate higher levels of negative self-esteem. Girls are more prone to less supportive self-perceptions, such as doubts about abilities or negative self-evaluations. The analysis also showed a positive relationship between peer interaction and self-esteem, where boys who were more actively interacting tended to have higher self-esteem than girls.

The data that has been obtained shows a relationship between peer interaction and self-esteem in children aged 5–6 years. This finding is in line with some previous research. Research conducted by Widhiyanti (2008) showed a significant relationship between peers and self-esteem in children. The subjects in the study were fourth and fifth-grade students of an elementary school, totaling 54 children. This study found that children interacting positively with peers tend to have higher self-esteem. Good peer interactions, such as cooperation in activities, providing social support, and mutual respect, contribute to forming identity and self-confidence in children. Widhiyanti's research also revealed that children who engaged in healthy social interactions experienced an increase in their ability to communicate and collaborate, which positively affected their self-esteem. In contrast, children who experienced negative interactions, such as exclusion or bullying, showed lower levels of self-esteem. This suggests that the social environment established among peers dramatically influences a child's psychological development.

The findings of this study are also consistent with Vygotsky's social development theory, which emphasizes that peer interaction represents a social situation of development through which children internalize social experiences into their self-concept (Neri Tejada et al., 2024). Furthermore, the results can be explained by Erikson's psychosocial theory, particularly the initiative vs. guilt and industry vs. inferiority stages. At these stages, children develop a sense of competence and self-worth through

successful activities and positive social acceptance (Maree, 2021). Thus, peer interaction serves as an essential context that supports the formation of self-esteem in early childhood.

Peer interaction can enhance self-esteem because, through these relationships, children gain positive social experiences such as validation, acceptance, and emotional support (Febristi et al., 2020). They learn to negotiate, cooperate, and receive feedback from their environment, which ultimately strengthens their self-confidence and fosters a positive self-perception. Research has shown that children who maintain good relationships with peers tend to have higher self-esteem, whereas those with poor peer relationships are more vulnerable to experiencing low self-esteem (Widhiyanti, 2008; Indriani et al., 2019; Harris and Orth, 2020; Huang et al., 2022).

However, this study has several limitations. First, the scope of the research was limited to one kindergarten cluster in Banjarsari District, Surakarta, so the findings cannot be generalized to a wider population. Second, the data were collected through teacher-reported questionnaires, which may contain perceptual biases. Third, the cross-sectional design prevents the study from explaining causal relationships between variables.

Based on the findings, there are several implications for different stakeholders. For educators, efforts are needed to create a classroom environment that fosters positive peer interaction, such as cooperative and collaborative play activities. For parents, it is important to support children in building healthy peer relationships and to provide interventions when children encounter social difficulties. For curriculum developers, these findings can serve as a basis for designing learning activities that emphasize not only cognitive development but also social and emotional skills. Furthermore, for policymakers, this research may serve as a reference in developing early childhood education programs that pay attention to the importance of socio-emotional development.

For future research, it is recommended to use a longitudinal design to capture the dynamics of the relationship between peer interaction and self-esteem over time. Additionally, employing direct observation techniques or triangulation involving teachers, parents, and researchers as evaluators could minimize data bias. Future studies may also explore potential mediating factors, such as emotional regulation, empathy, or social competence, which may strengthen the relationship between peer interaction and self-esteem.

4. CONCLUSION

This study confirms a significant positive relationship between peer interaction and self-esteem among children aged 5–6 years in a kindergarten cluster in Banjarsari District, Surakarta. The findings indicate that peer interaction is an essential foundation for developing healthy self-esteem, where higher levels of peer interaction are associated with higher levels of self-esteem. These results highlight the importance of educators facilitating cooperative play and structured activities that promote collaboration, mutual respect, and peer support, while parents are encouraged to foster positive friendships and provide guidance when children encounter social challenges. For future research, it is recommended to employ longitudinal designs combined with direct observation or triangulation to minimize potential biases. It is also suggested to examine socio-emotional factors such as empathy, emotional regulation, and social competence, which may explain the mechanisms linking peer interaction and self-esteem.

REFERENCES

- Anggraeni, D., & Muchlisin, M. A. (2023). Penerapan Self-Esteem pada Anak Usia Dini untuk Meminimalisir Kasus Bullying di KB Riyadul Umat. *Journal of Education Research*, 4(3), 972-979. <https://doi.org/10.37985/jer.v4i3.238>
- Aprilla, A. R. (2020). *Hubungan antara Interaksi Teman Sebaya dan Harga Diri dengan Orientasi Masa Depan pada Narapidana Remaja di Lembaga Pembinaan Khusus Anak (LPKA) Klas IA Kutoarjo*. (Skripsi, Universitas Sebelas Maret). <https://digilib.uns.ac.id/dokumen/detail/59825/Hubungan-Antara->

- Interaksi-Teman-Sebaya-dan-Harga-Diri-Dengan-Orientasi-Masa-Depan-pada-Narapidana-Remaja-di-Lembaga-Pembinaan-Khusus-Anak-LPKA-Klas-IA-Kutoarjo
- Arroisi, J. (2022). Konsep harga diri: Studi komparasi perspektif psikologi modern dan islam. *Psikologika: Jurnal Pemikiran dan Penelitian Psikologi*, 27(1), 89-106 <http://repo.unida.gontor.ac.id/id/eprint/1905>
- Artanti, A., Novianti, R., & Zulkifli, N. (2021). Analisis bullying pada anak panti asuhan usia 0-6 tahun di panti asuhan Ar-rahim Pekanbaru. *Jurnal Pendidikan Tambusai*, 5(2), 2848-2857. <https://www.jptam.org/index.php/jptam/article/view/1309>
- Ayuni, D. (2021). Pencegahan Bullying dalam Pendidikan Anak Usia Dini. *Journal of Education Research*, 2(3), 93-100. <https://doi.org/10.37985/jer.v2i3.55>
- Duli, N. (2019). *Metode Penelitian Kuantitatif: Beberapa Konsep Dasar Untuk Penulisan Skripsi & Analisis Data dengan SPSS*. Deepublish.
- Febristi, A., Arif, Y., & Dayati, R. (2020). Faktor Sosial Dengan Self Esteem (Harga Diri) Pada Remaja Dipanti Asuhan. *Jurnal Kebidanan Malahayati*, 6(1), 48-56. <https://doi.org/10.33024/jkm.v6i1.2308>
- Fitri, A. Z., & Haryanti, N. (2020). *Metodologi penelitian pendidikan: Kuantitatif, kualitatif, mixed method dan research and development*. Madani Media.
- Gunawan, C. (2018). *Mahir Menguasai SPSS (Mudah Mengolah Data dengan IBM SPSS Statistic 25)*. Deepublish.
- Harris, M. A., & Orth, U. (2020). The link between self-esteem and social relationships: A meta-analysis of longitudinal studies. *Journal of personality and social psychology*, 119(6), 1459-1477. <https://doi.org/10.1037/pspp0000265>
- Huang, X., Hu, N., Yao, Z., & Peng, B. (2022). Family functioning and adolescent depression: A moderated mediation model of self-esteem and peer relationships. *Frontiers in Psychology*, 13, 962147. <https://doi.org/10.3389/fpsyg.2022.962147>
- Indriani, M., Rosra, M., & Andriyanto, R. E. (2019). Relationship Between Self-Esteem with Social Interaction in Students. *Jurnal Bimbingan Konseling*, 7(5), 1-14.
- Lee, S. H. (2020). Kindergarten teachers' perspectives on young children's bullying roles in relation to dominance and peer relationships: A short-term longitudinal approach in South Korea. *International journal of environmental research and public health*, 17(5), 1734. <https://doi.org/10.3390/ijerph17051734>
- Lee, S. H., Hong, I., & Park, H. Y. (2022). Development of a Social Play Evaluation Tool for Preschool Children. *Healthcare*, 10(1), 1-12. <https://doi.org/10.3390/healthcare10010102>
- Maree, J. G. (2021). The psychosocial development theory of Erik Erikson: critical overview. *Early Child Development and Care*, 191(7-8), 1107-1121. <https://doi.org/10.1080/03004430.2020.1845163>
- Mubarak, Z. (2022). *Penelitian Kuantitatif dan Statistik Pendidikan: Cara Praktis Meneliti Berbasis Contoh Aplikatif dengan SPSS*. Pustaka Turats Press.
- Muin, A. (2023). *Buku Ajar Metode Penelitian Kuantitatif*. Literasi Nusantara Abadi.
- Munawarah, R. R. D. (2022). Dampak bullying terhadap perkembangan sosial emosional anak usia dini (studi kasus) di Raudhatul Athfal Mawar Gayo. *Bunayya: Jurnal Pendidikan Anak*, 8(2), 15-32. <http://dx.doi.org/10.22373/bunayya.v8i2.14468>
- Nasution, F. S. (2021). Kasus Bullying ditinjau dari kecerdasan emosional dan kesehatan mental anak usia dini. *Mubtada: Jurnal Ilmiah dalam Pendidikan Dasar*, 4, 1-12. <https://www.ejournal.stitalhikmah.ac.id/index.php/mubtada/article/view/92>
- Neri Tejada, J., Li, L., & Hammer, M. (2024). Children's Classroom Experiences in Building Peer Relationships. *Early Childhood Education Journal*, 52(6), 991-1000. <https://doi.org/10.1007/s10643-023-01484-w>
- Orth, U., & Robins, R. W. (2022). Is high self-esteem beneficial? Revisiting a classic question. *American Psychologist*, 77(1), 5-17. <https://doi.org/10.1037/amp0000922>
- Pinquart, M., & Gerke, D. C. (2019). Associations of parenting styles with self-esteem in children and adolescents: A meta-analysis. *Journal of Child and Family Studies*, 28, 2017-2035.

- <https://doi.org/10.1007/s10826-019-01417-5>
- Priyatno, D. (2024). *Teknik Dasar untuk Analisis Data Menggunakan SPSS*. Penerbit Andi.
- Salsabila, R., & Fitriyani, H. (2020). Pengaruh Teknik Self-Instruction Dalam Pendekatan Cognitive Behavior Therapy untuk Meningkatkan Harga Diri Korban Perundungan. *INSIGHT: Jurnal Bimbingan Konseling*, 9(1), 56-69. <https://doi.org/10.21009/INSIGHT.091.06>
- Saputra, A. (2019). Permainan Edukatif Untuk Anak Usia Dini. *PELANGI: Jurnal Pemikiran Dan Penelitian Islam Anak Usia Dini*, 1(1), 102–113. <https://doi.org/10.52266/pelangi.v1i1.283>
- Sugiyono. (2022). *Metode Penelitian Kuantitatif*. Penerbit Alfabeta.
- Sukardi. (2019). *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya (Edisi Revisi)*. Bumi Aksara.
- Tantono, D. F. S. A. (2019). Pengaruh bullying terhadap harga diri siswa sekolah dasar. *Acta Psychologia*, 1(2), 142-148. <https://doi.org/10.21831/ap.v1i2.43143>
- Widhiyanti, A. L. (2008). *Hubungan antra teman sebaya dan harga diri pada anak usia sekolah di SDN 05 pondok Cina Depok tahun 2008*. (Tugas Akhir, Universitas Indonesia). <https://lib.ui.ac.id/detail?id=20276511&lokasi=lokal>
- Wood, C., Griffin, M., Barton, J., & Sandercock, G. (2021). Modification of the Rosenberg scale to assess self-esteem in children. *Frontiers in public health*, 9, 655892. <https://doi.org/10.3389/fpubh.2021.655892>.
- Zhong, M., Huang, X., Huebner, E. S., & Tian, L. (2021). Association between bullying victimization and depressive symptoms in children: The mediating role of self-esteem. *Journal of affective disorders*, 294, 322-328. <https://doi.org/10.1016/j.jad.2021.07.016>