Social Behavior Analysis Theory of Children in the Transition Period from Home to School: Studi Literature Review

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ABSTRACT:
This study aims to identify and analyze the social behavior of children during the transition from home to school environments. The study utilizes a literature review method encompassing the ELSEVIER, Sage Journals, ResearchGate, and Taylor & Francis databases. It examines various literature on children's social behavior during the transition period, the role of parents, and the role of teachers during the transition from home to school. The findings of this review are contextualized within the broader framework of early childhood social behavior. The research findings indicate that while a number of studies have investigated children's social behavior during the transition period, there is still a lack of comprehensive empirical understanding. This study highlights the need for further research that focuses on a comprehensive understanding of children's social behavior during this transition period to support optimal social and academic development in children. Furthermore, this study also emphasizes the importance of intervention strategies that can help children navigate environmental changes more effectively.

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1. Introduction

Proficient social skills are a fundamental competency in human development, as they encompass the ability to communicate, adapt to various environments, and engage in cognitive processes (Sumadi et al., 2019). Preschool children, however, often exhibit limitations in verbal communication, emotional regulation, and self-evaluation, which can hinder their social interactions (Major et al., 2020). Negative behaviors at home can influence a child's social behavior at school, impacting learning, interpersonal relationships, and the emotional well-being of both teachers and students (Maguire et al., 2016). Insufficient parental supervision and guidance at home can contribute to less-directed behavior in children. Therefore, parental involvement in fostering positive social behavior at home is crucial for a child's successful transition to the school environment.

Challenges in social behavior at school include peer rejection (Widyanoory & Yuli, 2017) and disruptive behaviors such as aggression, anger, and non-compliance (Rohayati, 2012). These behaviors can stem from a child's inability to regulate emotions or adhere to social norms (Obaki, 2017), underscoring the importance of early social development interventions. The involvement of parents and teachers in creating a nurturing and supportive environment is paramount for children's emotional development. Daily routines within the family context, such as bathing and eating, involve both fulfilling parental needs and responding to children's demands (Hedegaard, 2012). The transition to school introduces new demands, such as adhering to classroom rules and engaging in structured activities. These differing expectations between home and school environments contribute to a child's multifaceted development (Hedegaard & Edwards, 2014). This transition is not merely physical but involves shifts in self-identity emerging from the social context, as transitions are complex processes that can lead to personal transformations (Crafter & Maunder, 2018).

Early childhood children undergoing this transition require comprehensive support from schools, teachers, peers, and parents to cultivate positive social behavior in the school setting (Adams & Fleer, 2015). Collaboration between parents and teachers during this period significantly impacts children's educational experiences (Hedegaard & Edwards, 2014). Therefore, understanding and strengthening this collaboration is essential for fostering positive and inclusive social behavior in early childhood during this critical transition. This paper presents findings from a literature review, commencing with an overview of the methodological framework employed and the categorization process used to analyze the identified studies.

2. Theoritical Study

2.1 Real Form and Ideal Form

The development of scientific or academic concepts requires a level of conscious understanding to be effectively applied in everyday practice. Vygotsky's sociocultural theory frames child development as a cultural process, arising from the dialectical interaction between the child and their social environment (Utami, 2023). Scientific concepts do not emerge in their final form but undergo a gradual developmental process guided through adult-child interactions. These concepts are not simply acquired through memorization but emerge and are actively constructed through the child's cognitive efforts (Sikder & Fleer, 2018). Scientific concepts, like other forms of knowledge, develop gradually in both real and idealized forms (Sikder & Fleer, 2015).

Vygotsky introduced the concepts of "ideal" and "real" forms to elucidate child development. The "ideal form" serves as a model for the desired outcome of development, representing what the child should achieve by the end of the developmental period. Conversely, the "real form" signifies the child's current developmental starting point (Sikder & Fleer, 2018). For children, the real form encompasses direct experiences and social interactions that play a crucial role in shaping their minds during early development (Veresov & Fleer, 2016). Vygotsky's theory posits that child behavior formation is understood through the interaction between "ideal" and "primary (present)" forms. The ideal form is a mental representation of a concept or skill achieved when a child internalizes information and social rules prevalent in their environment (Veresov, 2017).

To illustrate this concept, consider a child raised among deaf and mute individuals. This child will likely face challenges in developing their speaking ability due to limited language exposure and the absence of adequate models for learning to speak (Veresov, 2017). In this case, the environment fails to provide an ideal form for language development, hindering the child's speaking abilities. Understanding development from a sociocultural-historical perspective provides insights that children's social behavior is shaped through interactions with cultural tools, technologies, and traditions present in their surroundings, particularly in the home environment (Rogoff, 2003). Children learn values, norms, and behavior patterns through their participation in family and community practices, such as communication styles, cooperation, and responsibilities taught and reinforced within their

social environment. These experiences guide children in forming their social identity and building social skills that align with the values and cultural structures they encounter (Hedegaard, Fleer, & Hviid, 2008).

The interplay of real and ideal forms is crucial during transitional periods, such as the transition from home to school. This interplay helps children understand and adapt to new norms and social rules related to the new environment. Universally, the "ideal form" can be considered any behavior or cultural interaction that children develop and encounter within their social environment. Vygotsky emphasizes that the interaction between the developmental (ideal) and present (real) forms is a distinctive feature of human development compared to other types of development. Therefore, to foster child behavior aligned with the ideal form of social development, interaction and learning within the social environment are essential. This suggests that the ideal form, facilitated by parents and teachers, significantly influences early childhood social behavior during the transition period.

2.2 Perezhivanie

Perezhivanie, a theoretical construct encompassing the "unity of environmental and personal features," is crucial in comprehending children's interactions with their social environment, which significantly impacts their development (Utami et al., 2023). It serves as a unifying concept linking the environment, children's emotional experiences, and their social behaviors (Chen, 2020). Understanding perezhivanie is essential for comprehending the intricate relationship between children and their social context, as this relationship profoundly shapes their thoughts and behaviors. Children are active agents within their social environments, participating in and influencing the realities they encounter. This active engagement contributes to their developmental trajectories (Fleer et al., 2017; Utami et al., 2023; Veresov, 2017). Perezhivanie encapsulates the development of children's behavior in social interactions across both home and school contexts. Analyzing children's perezhivanie within the social environment is, therefore, fundamental to understanding the developmental processes underpinning the formation of their social behavior in both settings.

The concept of perezhivanie illuminates the subjective nature of experiences. The same event may be perceived, interpreted, and understood differently by individual children, leading to divergent developmental outcomes and behaviors (Davis, 2015). Learning and development occur through children's engagement in institutional activities and practices, which are shaped by the motives and demands of various contexts. For instance, demands from school practices may influence learning at home, and vice versa (Hedegaard, 2014). Motives and demands, acting as dynamic factors in child development, hinge on input stimuli/reactions and feedback that can trigger behavioral or cognitive changes through a child's actions and adaptations. In essence, learning within social practices can lead to the formation of new positions and identities (Hedegaard, 2012). Perezhivanie becomes a critical lens for understanding the motivations and demands inherent in relationships with early childhood social behavior.

These subjective experiences fundamentally shape how children respond to their social environment. Through perezhivanie, children construct a unique understanding of their social world, influencing their motives and demands in social interactions.Perezhivanie is a theory of the "unity of environmental and personal features," which is very important to understand children when interacting with their social environment, which can affect child development (Utami et al., 2023). Perezhivanie is a unit that connects the environment and children's emotional experiences and social behavior in an inseparable unity (Chen, 2020). The concept of perezhivanie is very important to understand the relationship between children and their social environment, which can shape their thoughts and behavior. Children are active individuals in the social environment because they participate in supporting and influencing the reality that occurs in the social environment and contribute to shaping child development (Fleer et al., 2017; Utami et al., 2023; Veresov, 2017). Perezhivanie is a unity to represent the development of children's behavior in social interaction in the home and school environments. Therefore, analyzing the concept of children's perezhivanie in the social environment is important to study the development and process of forming children's social behavior both at home and at school.

The concept of perezhivanie provides an opportunity to understand that the same event is felt, interpreted, and understood differently by different children, and therefore shapes different child development and behavior (Davis, 2015). Learning and development in children occur through their involvement in certain institutional activities and practices, which are influenced by motives and demands from other practices, such as, for example, demands from school practices can affect learning at home, or vice versa (Hedeegaard, 2014). Demands and motives as dynamic factors in child development depend on input stimuli/reactions and feedback that lead to behavioral changes or cognitive changes through a person's actions and adaptations, or conceptualizing learning in social practices that lead to new positions and identities (Hedeegard, 2012). The concept of perezhivanie becomes important in understanding the motives and demands of relationships with early childhood social behavior. These subjective experiences influence how children respond to their social

environment. Through perezhivanie, children build a unique understanding of the social world they are facing, shaping motives and demands in social interactions.

3. Method

This research is a literature review aimed at understanding fundamental concepts, theories, and relevant findings from previous studies. This method helps researchers identify research gaps, recognize trends, and avoid duplication. By examining various sources, the literature review provides a broad perspective that strengthens the analysis and conclusions of the study. The empirical literature review on the formation of social behavior during the transition from home to school in early childhood offers critical insights into our understanding of these children's social experiences. Gaps in the literature concerning children's social development were identified, emphasizing the need for further research. The empirical literature search was conducted using the ELSEVIER, Sage Journals, ResearchGate, and Taylor & Francis databases. Only studies examining social behavior and the roles of parents and teachers during the transition period in preschool-aged children were included. The studies identified in the literature search were categorized into three groups according to their overall research focus: 1) Children's social behavior, 2) The role of parents in shaping children's social behavior during the transition from home to school, and 3) The role of teachers in shaping children's social behavior during the transition from home to school. This classification provides a clear framework for understanding the various factors influencing the formation of social behavior in children during this transitional period. The inclusion criteria are detailed in Table 1.

Table 1 Literature Search Inclusion Criteria

Aspects	Inclusion
Research Aim/Keywords	Studies focused on the formation of social behavior/Children's Thoughts in the Concept of Relative Behavior
Population	Early Childhood
Intervention	Programs or strategies that aim to improve children's social behavior during the transition period from home to school, such as social skills teaching programs, psychosocial support from teachers and parents
Outcome	Social behaviors such as the ability to share, cooperate, resolve conflicts, and demonstrate empathy
Study Design	Qualitative study design, such as case studies or phenomenology, to explore individual experiences in the context of home-school transitions
Document type	Journal articles, books, or research reports that provide data or analysis relevant to a case study or phenomenology
Publication Year	2012 - 2024
Language	English and Bahasa Indonesia

4. Result and Discussion

4.1 Result

The three categories identified, namely children's social behavior, the role of parents in the formation of children's social behavior during the transition period from home to school, and the role of teachers in the formation of children's social behavior during the transition period from home to school, are presented in one table to facilitate understanding.

Table 2 Characteristics of Empirical Studies that Examine the Formation of Children's Social Behavior During the Transition from Home to School

No	Research Focus	Title/Author/ Year	Country	Method	Participants /Sample	Findings/Conclusion
1.	-Children social behaviour	Title: A cultural-historical reading of how	Australia	Qualitative	2 families (boy aged 39 months &	Playing as a mediation tool to guide children in emotional situations.

No	Research Focus	Title/Author/ Year	Country	Method	Participants /Sample	Findings/Conclusion
	-Parents' role during the transition from home to school	play is used in families as a tool for supporting children's emotional development in everyday life Author: Feiyan Chen and Marilyn Fleer Year: 2016			aged 16 months). Boys aged 66 months and aged 45 months).	that play is a form of interaction within the family to maintain harmony in the home. This is to support children's emotions during the transition period within the family.
2.	- Teacher's role during the transition from home to school Teacher's role	Title: Impact Of Classroom Environment On Children's Social Behavior Author; Samuel O. Obaki Year: 2017	Kenya Afrika	Qualitative	Class Members	Class teachers and parents contribute has a big impact on children's social behavior. A teacher who displays motherly, caring, and supportive behavior towards her students, will instill positive behavior.
3.		Title: Investigation of Pre-School Childrens' Self-Concept in terms of Emotion Regulation Skill, Behavior and Emotional Status	Turkey	Qualtative method, relational survey Preschool Behavioral and Emotional Rating Scale	263 children (136 boys and 127 girls), selected from students from various pre-schools	There is a correlation that matches positive expectations between self and behavior. as well as emotional states and there is a positive linear relationship between self-concept and emotional regulation in preschool students.
4.		Title:Parents' and children's emotion regulation strategie in emotionally situated zones:A cultural-historical perspective. Author: Feiyan Chen Year: 2015	Australia	Qualitative Observatio n video data 48, 25 hour, 23x meetings	4 families, 6 children	Emotion regulation from the perspective of parents and children in the naturalistic context of everyday family life is similar. The important role of parents in the development of children's emotional regulation strategies. Therefore, parents and educators need to be wise, consciously aware of their role as an ideal form of development of children's emotional regulation strategies that can influence children's social behavior.
5.		Title: The significance of demands and motives across practices in	Denmark	Qualitative, Case study	1 family (4 children aged 4, 6, 8 and 10)	Children's learning and development in the family and school occurs through the child's involvement in

No	Research Focus	Title/Author/Year	Country	Method	Participants/Sample	Findings/Conclusion
		children's learning and development: An analysis of learning in home to school Author: Mariane Hedegaard Year; 2014				and recreating activities within a particular activity environment alone or together with others (i.e., parents, siblings, teachers, and classmates). Learning and development are influenced by the motives and demands faced by children during the transition from home to school.
6.		Title: Emotional and Behavioural Problems among Preschool Children in Northeast Peninsular Malaysia: Parent Report Version Authors: Mohamad Hazni Abd Rahim, Mohd Ismail, Ibrahim, Azriani Ab Rahman, Najib Majdi Yaacob and Nor Syuhada Farhanis Hashim Year: 2023	Malaysia	Quantitative, Strengths and Difficulties Questionnaire (SDQ)	Samle of children aged 4-6 years old, 557 children	The estimated overall prevalence of emotional and behavioral problems was 8.4%. Peer problems with a percentage of 19.7%. Behavioral problems were found in 5.2%, hyperactivity problems in 5.6%, prosocial behavior in 13.5%, and emotional problems in 6.8%.
7.		Title: Social Skills in Preschool Children from Teachers' Perspectives Author: Maryam Maleki, Minoo Mitra Chehrzad, Ehsan Kazemnezhad Leyli, Abbas Mardani, and Mojtaba Vaismoradi Year: 2019	Iran	Quantitative, Cluster sampling Questionairre (SSRS-t) SPSS	546 preschool children	It was found that the majority of children had moderate skills in terms of cooperation, assertion, self-control and total social skills.
8.	-Children social behaviour	Title: The Social Factors That Influence Children's	Indonesia	Qualitative, Observation Interview	Participant 10 children aged 4-6	Respectful relationships, conversation and communication,

No	Research Focus	Title/Author/ Year	Country	Method	Participants /Sample	Findings/Conclusion
	-Parents' role during the transition from home to school	Interactions and Behavior in Classroom Author: Maria Regina Jaga, Aplonia Nelci, Priscilla Maria Assis Hornay Year: 2023		Questionai rre	Year, 2 teachers.	intellectual engagement of students, shared ownership and responsibility in learning, and better valuing are many social behaviors that children strive to master.
9.	- Teacher's role during the transition from home to school Teacher's role	Title: The relations between ideal and real forms of small science: conscious collaboration among parents and infants– toddlers (Cultural Studies of Science Education) Author: Shukla Sikder dan Marilyn Fleer Year: 2018	Australia	Qualitative Observatio n, Interview, documenta tion (video, voice recorder, field notes	1 boy, girls range aged 10-36 months.	The findings show that there are many social interactions in daily family life that have a significant influence on children. Parents play a role in creating the environment, and the family environment (social/cultural) is the source of development. The environment contains two real forms development of the family environment and ideal form shown by the parents.
10.		Title: *Perezhivanie*: An investigation into drama and emotions as children enter a conceptual Playworld Author: Ade Dwi Utami, Marilyn Fleer, Liang Li Year: 2023	Indonesia	Qualitative	8 children aged 3,5 Year – 5 Year	The development of children's varied emotional regulation in play. Perezhivanie engages children in Playworld and provides social interactions that support the development of their social behavior.
11.		Title: Relationships Between Parent and Child Emotion Regulation Strategy Use; A Brief Report Author: Emily Bariola, Elizabeth K. Hughes & Eleonora Gullone Year: 2012	Australia	Kuantitativ e	Sample 379 child, 363 mother, 214 father	These findings suggest that emotional socialization is more strongly influenced by mothers than fathers, and the child's age does not moderate this relationship. Children learn to regulate their emotions through observing and imitating parental behavior, particularly that of their mothers. Mothers have a greater impact on teaching emotion regulation strategies to children compared to fathers, highlighting

No	Research Focus	Title/Author/ Year	Country	Method	Participants /Sample	Findings/Conclusion
						that maternal interactions and parenting styles play a crucial role in the development of children's emotional skills.
12.		Title: Cultural-historical study of crises in child role adjustment during transition to school within a bi-cultural context Author: Junqian Ma, Marie Hammer & Nikolai Veresov Year: 2021	Australia	Kualitative	2 children in kindergarten and a class teacher	The research findings indicate that the process of children's transition to school involves complex role adjustments. Three role-related aspects were analyzed: The roles that children take on and how they assume these roles. The difficulties children face in taking on these roles. How children manage these difficulties.
13.		Title: Perezhivanie' in Group Settings: A Cultural-Historical Reading of Emotion Regulation Author: Marilyn Fleer Marie Palu Year: 2013	Australia	Kualitative	children in kindergarten and a class teacher	Educators who explore storytelling in group settings can help children become more aware of emotions in stories and relate them to their own emotional experiences. There is a connection between interactions in storytelling, reading, and role-playing with children's social behavior. Research shows that emotional awareness developed through these activities can support children in self-regulation and interacting more effectively with peers. This indicates that the ability to understand and manage emotions contributes to better social interactions among children.
14.		Title: Emotion Socialization by Mothers and Fathers: Coherence among	Amerika Serikat	Kuantitative	Sample: 8-year-old boy, 105 mothers, and 91 fathers	There is variation in parents' reactions to children's negative emotions. The study also identified that fathers reported lower

No	Research Focus	Title/Author/Year	Country	Method	Participants/Sample	Findings/Conclusion
		Behaviors and Associations with Parent Attitudes and Children's Social Competence Author: Jason K. Baker, Rachel M. Fenning, Keith A. Crnic Year: 2011				awareness of emotions and had a lower emotional coaching attitude compared to mothers. These findings suggest a stronger relationship between parents' emotional coaching attitudes and parenting behavior for fathers compared to mothers.
15.		Title: Social situation of development: parents perspectives on infants-toddlers' concept formation in science Author: Shukla Sikder Year: 2015	Australia	Kualitative	Parents and 4 children with an age range of 10-36 months	The findings of this study are closely related to social behavior theory, particularly in the context of children developing scientific concepts through social interactions and daily experiences. This theory emphasizes that children's learning and development occur within a social context, where they learn from adults and peers through daily experiences, imitation, and interaction.

5. Discussion

From the reviewed literature, several studies were found to specifically relate to the concepts of the theories of *real form*, *ideal form*, and *perezhivanie* in shaping children's social behavior during the transition from home to school. The research by Chen and Fleer (2016) provides a cultural-historical perspective on how play is utilized within families as a tool to support children's emotional development in their daily lives. This qualitative study involved two families, with boys aged 39 months and 16 months, and boys aged 66 months and 45 months. The findings suggest that play serves as a mediational tool that assists children in navigating emotional situations. Furthermore, play is also considered a form of family interaction that maintains household harmony and supports children's emotions during transitions within the family context.

Additionally, Hedegaard (2014) conducted a study exploring the significance of demands and motives in children's learning and developmental practices from home to school. This qualitative case study involved one family with four children aged 4, 6, 8, and 10 years old. The results indicate that children's learning and development occur through their engagement in specific activities, both individually and with others such as parents, siblings, teachers, and classmates. This process is influenced by the motives and demands that children encounter during the transition from home to school.

The research conducted by Sikder and Fleer (2018) explored the relationship between ideal and actual forms of small science through conscious collaboration between parents and children. This qualitative study employed observations, interviews, and documentation (video, audio recordings, field notes) to gather data from one boy and two girls aged 10-36 months. The findings revealed that social interactions in daily family life significantly influence child development. Parents play a crucial role in creating a supportive environment, and the family environment (both social and cultural) serves as a primary source of child development. This environment encompasses two forms: the actual form of the family environment's development and the ideal form demonstrated by parents.

Furthermore, the research conducted by Utami et al. (2023) investigated drama and emotions as children entered a conceptual Playworld. This qualitative study involved eight children aged 3.5 to 5 years old. The findings indicated that children's emotional regulation development varied in play. Perezhivanie engaged children in the Playworld and provided social interactions that supported their social behavior development. Overall, several identified studies demonstrate that the formation of children's social behavior during the transition from home to school is influenced by various factors. Social interactions within the family and school environments, the active roles of parents and teachers, and children's engagement in play activities all contribute to their emotional and social behavior development.

In conclusion, the formation of children's social behavior during the transition from home to school is influenced by several key factors. Research indicates that children's involvement in structured activities and social interactions with parents, siblings, teachers, and classmates play a crucial role in this process. The motives and demands that children face during this transition also affect their learning and development. The active role of parents in creating a supportive environment, both socially and culturally, is highly significant in child development. Social interactions in daily family life have been shown to have a substantial impact on children's emotional and social behavioral development. Additionally, children's engagement in play activities, such as drama in the Playworld, aids in developing their emotional regulation and social behavior. Overall, collaboration between family and school, along with supportive play activities, are major factors in shaping children's social behavior.

6. Conclusion

Studies on preschool children's social behavior within the context of their development require a strong theoretical and empirical understanding of both real and ideal forms, as well as the concept of perezhivanie. The real form refers to how social behavior actually manifests in daily life, including the dynamics of interactions among children and their responses to learning and play environments. On the other hand, the ideal form pertains to the expectations and goals that parents and teachers have for children's social behavior, such as expectations of cooperation, self-control, and positive interactions within the school environment. Meanwhile, perezhivanie adds the dimension of children's emotional and personal experiences in their learning and social interaction processes. This concept suggests that the formation of social skills is not solely about applying desired norms, but also about how children emotionally engage with and respond to everyday situations in their environment. During the transition period, parents and teachers play a role in implementing the ideal form by creating supportive environments, providing guidance, and instilling desired social values. Parents should also be sensitive to the real form that emerges in children's daily interactions at home, so they can provide appropriate guidance to help children manage and enhance their social skills in the school environment. This necessitates a holistic approach that not only integrates the ideal and real aspects in teaching and education but also acknowledges the importance of perezhivanie as a foundation for healthy emotional and social development in the preschool years.

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