

A Portrait of Early Childhood Personality for Self Regulation During the Golden Age

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Abstract

The purpose of this study was to analyze the influence of personality types on the self-regulation of children aged 5–6 years at RA Bunga Bangsa. This research employed a quantitative approach with an ex post facto design, meaning that no experimental treatment was applied. The population of the study consisted of all students at RA Bunga Bangsa, with a sample of 16 group B students selected using the stratified random sampling technique, in which the researcher determined the sample by grouping. The data were analyzed using descriptive statistics, which included characteristics of each variable such as the minimum, maximum, mean, median, and mode values. The results indicated a significant effect of personality types on the self-regulation abilities of children aged 5–6 years. Since the data variance was homogeneous, the "Equal variances assumed" column was used. Based on the t-test for Equality of Means, the results showed $t = 3.665$, $df = 14$, and sig. (2-tailed) or $p\text{-value} = 0.003 < 0.05$, leading to the rejection of H_0 . Therefore, it can be concluded that personality type has a significant influence on the self-regulation of children aged 5–6 years.

Keywords: Early Childhood, Personality Type, Self-Regulation.

1 INTRODUCTION

Early childhood development is one of the most crucial phases in shaping personality types and social skills (Shonkoff & Phillips, 2000). Children aged 5–6 years are at a developmental stage where they begin to learn how to manage their emotions and behaviors. However, children at this age often experience difficulties in self-regulation (Blair & Diamond, 2008). At this stage, self-regulation skills are essential to support social development and academic performance. Children also begin to develop various forms of imagination and skills, including self-regulation, which plays a significant role in social interactions and learning abilities. Self-regulation refers to an individual's ability to control their emotions, behaviors, and attention, which is essential for achieving long-term goals (Zimmerman, 2000; Vohs & Baumeister, 2016).

In child psychology, personality type is an important factor influencing behavior and the way children regulate themselves. Extroverted children tend to be more open, enjoy interacting with others, and can engage in social activities, whereas introverted children prefer spending time alone and may participate in smaller groups. These differences can affect how children manage their emotions and behaviors (McCrae & Costa, 2008).

Previous research has shown that personality traits such as conscientiousness and emotional stability are positively correlated with self-regulation (Eisenberg, et. al., 2014). Earlier studies have mostly examined self-regulation from the perspective of parenting or school environments (Denham, et. al., 2007; Kopp, 1982), while intrinsic factors such as

a child's personality are often overlooked. Understanding the interaction between personality and self-regulation can help teachers and parents develop personalized learning strategies tailored to each child's needs (Montroy et al., 2016).

At the age of 5–6 years, self-regulation skills develop rapidly alongside the maturation of executive brain functions. However, individual factors such as personality type are believed to play a significant role in influencing variations in children's self-regulation abilities (Rothbart & Bates, 2006). An inclusive and supportive environment provides opportunities for all children to learn and grow, regardless of their personality. Interacting with children of different personality types can create unique dynamics that influence the learning process and the development of self-regulation as they adapt to social environments.

Field observations indicate that children aged 5–6 years often experience difficulties in regulating themselves, particularly in managing their emotions and behaviors. Many children at this age tend to display behaviors such as crying or tantrums when their desires are unmet, reflecting a lack of self-control and emotional regulation (Zhou et al., 2018). These difficulties are also related to lower social skills, reduced learning focus, and lower self-confidence, which affect motivation and self-awareness.

Extroverted children, for instance, are typically more open, energetic, and socially engaged. They tend to express emotions more freely and often thrive in group activities. However, their sociability can sometimes lead to impulsive behaviors or challenges in maintaining focus. On the other hand, introverted children prefer calm, solitary settings and may exhibit stronger reflective thinking but struggle with expressing emotions or adapting to dynamic social environments. These personality differences can significantly influence how children develop and apply self-regulation skills.

Beyond personality, environmental factors also play a vital role in shaping self-regulation. Supportive, inclusive, and emotionally responsive environments encourage children to practice control over their actions and emotions in a safe context. When children interact with peers of different personality types, they encounter diverse emotional and behavioral patterns that challenge them to adapt and learn flexibility. Such social dynamics foster empathy, patience, and better regulation strategies.

The interaction between personality and environment creates unique developmental pathways for each child. Recognizing this interplay allows educators and parents to design learning experiences that accommodate diverse temperaments while promoting emotional growth. Encouraging self-reflection, providing clear routines, and modeling emotional control can strengthen children's regulatory capacities, regardless of their personality type.

Based on this background, the present study aims to analyze the influence of personality type on self-regulation among children aged 5–6 years at RA Bunga Bangsa.

This research seeks to explore how different personality characteristics contribute to variations in children's ability to manage emotions, behaviors, and attention. The findings are expected to provide valuable insights into early childhood education practices and inform strategies that foster balanced emotional and social development in young learners.

2 RESEARCH METHODS

This research employs a quantitative approach using the test of mean differences between two sample groups. It is categorized as an ex post facto study, meaning that no experimental treatment or manipulation is applied to the variables (Sugiyono, 2013). The study aims to obtain empirical data on the influence of personality types on self-regulation among children aged 5–6 years at RA Bunga Bangsa, located in Setu District, Bekasi Regency, West Java Province.

The research method used in this study is the ex post facto method, which investigates cause-and-effect relationships from events that have already occurred. In this method, the researcher does not intervene or manipulate the independent variable but rather observes

existing conditions to determine their effects. The research design consists of descriptive analysis and inferential analysis within a quantitative framework.

Descriptive analysis is used to describe the characteristics of the data for each variable, including the minimum, maximum, mean, median, mode, and standard deviation values. Meanwhile, inferential analysis involves hypothesis testing by comparing the means of two parameters using the t-test to determine whether there are significant differences between groups based on personality type.

This study was conducted at RA Bunga Bangsa, located on Jl. Setu Kojengkang, Kp. Sawah RT/RW 001/008, Cikarageman Village, Setu District, Bekasi Regency, West Java 17320. The research took place at the end of the second semester, beginning in May 2025.

The sample in this study consisted of 25 students from Class B at RA Bunga Bangsa, aged 5–6 years. The students were given a personality type questionnaire to identify their personality traits. Based on the data collected, the results were categorized and grouped into introverted and extroverted personality types.

The grouping procedure followed Kelly's theory as cited in Hopskin, which suggests that the selection of upper and lower groups should range between 25 percent and 33.3 percent of the total participants. From this process, eight students with introverted personality types and eight students with extroverted personality types were selected. Thus, a total of 16 students met the criteria to be included as the final research sample.

3 RESEARCH RESULTS AND DISCUSSION

The presentation sequence includes the results of data processing in the form of data descriptions, testing the requirements for data analysis, and hypothesis testing. At the end of this chapter, a discussion of the research findings and the limitations of the study is provided.

3.1 Description of Personality Type Data in Relation to Self-Regulation of Children Aged 5–6 Years

Based on the data processing of self-regulation scores obtained from 16 students, the following values were obtained: a mean of 30.13, a median of 30.50, a mode of 28, and a standard deviation of 6.642. Furthermore, a summary of the descriptive data for this group is presented in the following frequency distribution table:

Tabel 1. Description of Personality Type Data in Relation to Children's Self-Regulation

Statistics		Regulasi
N	Valid	16
	Missing	0
Mean		30.13
Std. Error of Mean		1.661
Median		30.50
Mode		28 ^a
Std. Deviation		6.642
Variance		44.117
Minimum		16
Maximum		39
Sum		482

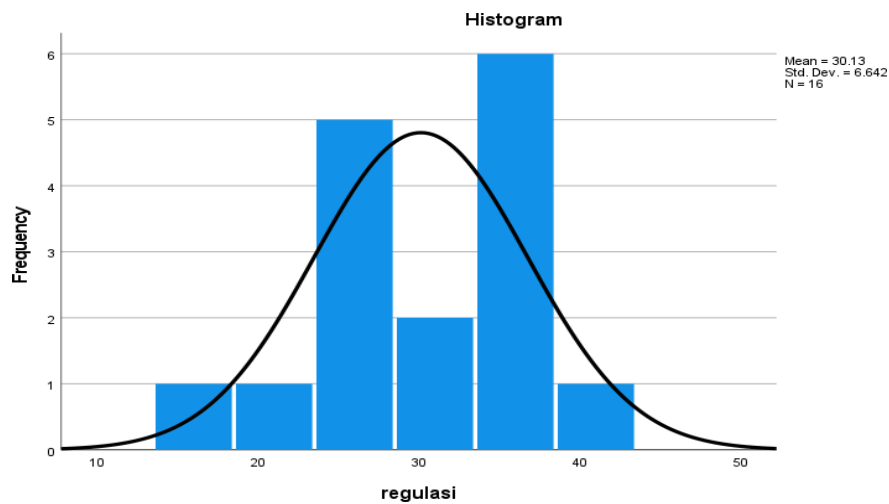


Figure 1. Histogram of Frequency Distribution for Group Y₁

3.1.1 Normality Test Result

Based on the table above, the Shapiro-Wilk statistic was 0.952 with a significance (p-value) of 0.521 > 0.05. Therefore, the self-regulation data are normally distributed as described below.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self Regulation	.158	16	.200*	.952	16	.521

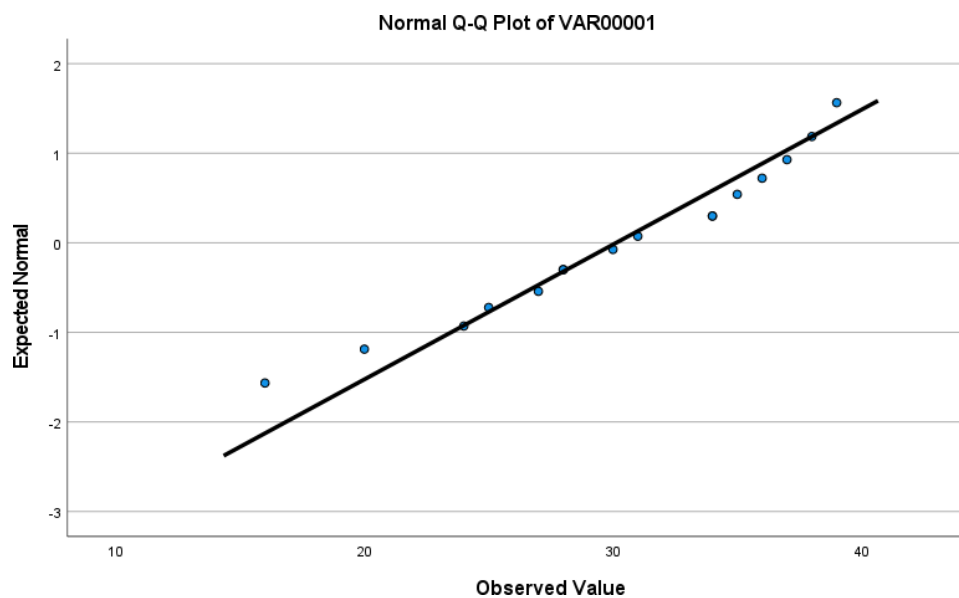


Figure 2. Normality Test

3.1.2 Homogeneity Test Results

From the analysis in the homogeneity test table, the column *Equal variances assumed* is selected. In the row *t-test for Equality of Means*, the results show $df = 14$ and $sig. (p\text{-value}) = 0.320 > 0.05$. H_0 is accepted. Thus, the self-regulation data are considered homogeneous.

Table 2. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
regulasi	Based on Mean	1.063	1	14	.320
	Based on Median	1.043	1	14	.324
	Based on Median and with adjusted df	1.043	1	11.302	.328
	Based on trimmed mean	1.062	1	14	.320

3.1.3 Result Test Hypothesis

Independent Samples Test, since the data variance is homogeneous, the column *Equal variances assumed* is selected. In the row *t-test for Equality of Means*, the $t\text{-value} = 3.665$, $df = 14$, and $sig. (2\text{-tailed})$ or $p\text{-value} = 0.003 < 0.05$, indicating that H_0 is rejected.

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
regulasi	Equal variances assumed	1.063	.320	3.665	14	.003
	Equal variances not assumed			3.665	11.796	.003

3.2 DISCUSSION

In this discussion, each hypothesis that has been tested will be examined, and the significance of personality type on the self-regulation of children aged 5–6 years, which influences these hypotheses, will be elaborated.

The research results indicate that there is a significant influence of personality type on the self-regulation of children aged 5–6 years at RA Bunga Bangsa. Children with introverted personality types tend to exhibit higher self-regulation abilities compared to children with extroverted personality types. This is reflected in the tendency of introverted children to manage their emotions more steadily, think before acting, and complete tasks independently and purposefully.

In contrast, children with extroverted personalities more frequently display impulsive behavior, are easily distracted by their environment, and require more guidance in controlling themselves (Graziano & Hart, 2016). These research findings are supported by various theories and empirical studies that show a relationship between personality type and self-regulation ability. According to Bandura's social cognitive theory, self-regulation is an internal process influenced

by personal factors such as personality, which helps individuals control their thoughts, emotions, and behaviors to achieve specific goals (Bandura, 1991).

Similarly, Eysenck explains that individuals with introverted personalities tend to be more controlled, reflective, and less impulsive, making them better able to manage themselves compared to extroverted individuals, who are active and easily distracted (Eysenck, 1967).

Thus, these theoretical perspectives reinforce the research findings, confirming the significant effect of personality type on the self-regulation of children aged 5–6 years, as personality contributes meaningfully to the development of more optimal self-regulatory skills.

4 CONCLUSION

This ex-post facto study was conducted at RA Bunga Bangsa Setu, Bekasi. The subjects were children aged 5–6 years. The purpose of this study was to determine the effect of personality type on the self-regulation of children aged 5–6 years.

Based on the results, the study showed that personality type has a significant effect on the self-regulation of children aged 5–6 years at RA Bunga Bangsa. The hypothesis testing in this study was conducted using a t-test. The analysis yielded a t-value of 3.665, $df = 14$, and a two-tailed significance (p-value) of $0.003 < 0.05$, leading to the rejection of H_0 . Therefore, the researcher concluded that there is a significant influence of personality type on the self-regulation of children aged 5–6 years.

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