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Inner Child Influence on Early Childhood Emotions

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<p>Article History</p> <p>Article Submission 10 November 2022</p> <p>Revised Submission 08 December 2022</p> <p>Article Accepted 02 February 2023</p>	<p>Abstract</p> <p>The background of this research describes that the inner child is not something bad and every individual has an inner child depending on how an individual accepts, controls, and makes peace with the inner child that is within him. The purpose of this study was to see the influence of the inner child on the emotions of early childhood. The research method used is a qualitative research method to describe data based on the results of interviews and observations. The results of the study show that parents who experience the inner child choose to accept, control, and make peace with their inner child so as not to provide care which will create a new inner child for the child. So that this parental pair realizes by providing parenting by educating with love. Then the feeling of love and affection for the child is fulfilled and the child will not look for love and affection out there so that the child's emotional needs are met. However, if emotional needs are not given emotional validation, the inner child will affect uncontrolled emotional control in the child.</p> <p>Keywords: Inner Child; Emotional; Early Childhood; Past Trauma; Healing</p>
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Introduction

The Growth and development of children must be developed optimally. In the process of child development, attention must be paid to whether their development is appropriate or not. Early childhood experiences a sensitive period in the process of development which gets it through external stimulation (Latifa & Muryanti, 2022). One that must be considered in the process of growth and development of children is the inner child. The inner child needs to be a very important conversation in educating children. If a child makes mistakes as an adult, it is necessary to look again at the parenting style that parents give to children (Nuroh, 2022). Children are very sensitive and easily hurt, so get the inner child early. This is caused by the parenting style and there is no space for children to be able to express their feelings so the emotional wounds they experience are too deep (Hanh, 2006). So that not all can control and accept the inner child. An individual cannot blame the inner child that is within him, but the thing that needs to be done is to embrace the inner child that is within, or it can be by restoring the relationship with the inner child that is within. Of course, all reactions that individuals emit come from what they hear, see, and experience when they were little. The inner child makes the individual react without fully realizing what is happening to him (Afriani, 2021)

The inner child is formed from past experiences or events that have problems and have not been resolved properly, thus disrupting the future (Bradshaw, 2013; Prince, 1996; Pritzker, 2016; Sjöblom, 2020). The inner child is not just a visual image or metaphor but a strong and influential part of oneself. The inner child cannot be seen through consciousness but you need to use hypnosis to see the inner child. The inner child is a process that involves specific situations about how to speak and how to channel emotions which can be understood through the linguistics and semantics of the inner child. This can be seen in self-love, true love, and small, with general terms that are given new meanings about the inner child. Besides that, the inner child is a form of personality that grows and develops which unites an awareness and an unconscious within a person. This inner child phenomenon is seen as the inner core or personality of a person seen through an age that involves strengths and weaknesses so that it has an impact. The resulting inner child impact can lead to destructive behavior as adults, such as self-sabotage and hostility, aggressive use of violence, and committing evil deeds. In addition, irritability, anger and shouting, and easy-to-break social relations The resulting inner child impact can lead to destructive behavior as adults, such as self-sabotage and hostility, aggressive use of violence, and committing evil deeds. In addition, irritability, anger and shouting, and easy to break social relations The resulting inner child impact can lead to destructive behavior as adults, such as self-sabotage and hostility, aggressive use of violence, and committing evil deeds. In addition, irritability, anger, and shouting, and easy-to-break social relations (Putri et al., 2022).

Furthermore, Sjöblom et al. (2016) explain that the inner child exists at all ages, found in a challenge in life so that it can change something for the worse or into something good. However, the presence of an inner child can be a source of development through life and interactions with other people. Therefore we need to see and heal the inner child, we have to look at the background and how far the inner child is centered on the child (Pestana & Buchanan, 2018). Sometimes the inner child is often forgotten because there is pressure due to painful trauma not to be recalled which will affect the child's emotional development.

Emotion is a comprehensive form in the form of feelings as seen from biological changes that appear to be behavior. Forms of reaction in children are seen from anger, expression of fear, worry or anxiety, jealousy, strong curiosity, envy, joy, joy, sadness, and affection (Suryana, 2018). Hurlock (1978) in his research proved that all emotions, not just pleasant emotions, play an important role in children's lives and that each type of emotion influences how personal and social adjustments are made by children. Inner childhood includes aspects that build a person's emotions from an early age. A person's emotional formation becomes an adult due to experience and knowledge gained in childhood so it shows positive emotions and negative emotions. There is some inner child that a child can go through by expressing feelings and emotions, but for others, it is much more real than an idea. But there are some expressing feelings and emotions through the child, others believe these expressions come from the child (Woodiwiss, 2009). So that the early symptoms of the inner child in children through visible emotions both positive emotions and

negative emotions.

The initial symptoms of the inner child will usually cause feelings of sadness, anger, fear, and discomfort in a person due to feelings of trauma that are continuously stored (Surianti, 2022). Trauma feelings that are continuously stored by children since childhood will have an emotional impact that is not good for their development in the future. It can be seen that when children start to enter Kindergarten, children tend to show negative emotions withdraw from the environment, feel afraid of their surroundings, do not have the confidence to be open, do not believe in love and affection, and do not know the name labels of emotions. so that children are easy to get emotional when something is not according to their wishes. This is also due to parents who have not been able to manage their emotions properly to provide bad experiences for their children. Some children feel worried and anxious when an activity cannot be completed properly because it is customary at home to be sued and must be able to finish it. Whereas in Kindergarten the process is more important than the result. Through this process, children can control their emotional feelings which tend to give rise to an inner child which is still difficult to manage properly.

Therefore, the inner child in the child must be managed properly. In line with the opinion of Carr & Hancock (2017) that being able to manage the inner child can develop increased creative capacity. So, the inner child is not only what looks bad but will also look good through good activities, responses, or interactions and can develop oneself into a better person. There are three parts of childhood in a person (inner child) that need to be known to be able to make peace with the past, namely free child or a pleasant period in early childhood, then there is adaptive which is a period of adaptation in one's childhood, and the latter is rebellious which is an annoying period in early childhood. It is this rebellious that needs to be forgiven to make peace with this childhood, both from the parenting style and others (Laela & Rohmah, 2022). In addition, the inner child benefits according to Sjöblom et al. (2018), namely i) the relationship between parents, siblings, and friends can help instill trust and teach children how to believe in themselves. ii) during challenging times it is hoped that children will be more able to have understanding and empathy for themselves and others. iii) showing a child's inner child with role-playing activities, pretend play, reading, and listening to stories. iv) openness to each other can increase trust and feelings of security in children.

Literature Review

Inner Child

The inner child is that part of the human being that is formed from one's childhood experiences that have an impact on one's life (Bintara & Santoso, 2022). The inner child represents the thoughts and feelings of children generally acquired in childhood involving emotions such as fear, reactions and attitudes towards oneself and others people (Григорьева, 2022). Because in their conscious minds, most adults don't feel connected to their own inner child. This has led to the prevalence of many behavioral, emotional, and relationship difficulties (Shenouda, 2023). When fear caused by severe trauma, and cut off from yourself, fear can be a strong emotional trigger that cannot be avoided (Edery, 2023).

Inner child of the past does not happen if positive childhood relationships with mother, father, or both parents and increased maternal support were associated with lower depression risk among women and men from middle age to old age. Women benefit psychologically more than men from positive mother-child relationships and high-quality relationships and high-quality relationships with both parents. However, compared to the mother-daughter relationship positively protected men psychosocially better than that of women (Chen, 2022).

Emotions

Emotions in individual life are closely related to other psychological aspects. Emotions can be likened to the axis of human life, which if the emotional aspects is disturbed, other aspects of life are also disturbed (Mashar, 2015). Emotional development in early childhood is very important. Because the behavior of emotions has something to do with activities in his life. The stronger the emotion exerts pressure, the stronger it will shake the balance of the body to carry out certain activities. If the ability is in accordance with his emotions, the child will be happy to do it and will

mentally increase his concentration and activity psychologically will positively contribute to increasing motivation and interest in the learning being pursued (Sukatin et al., 2020).

The collection of traumas experienced by children in childhood will become psychological wounds that continue to be embedded in children into adulthood (Huh et al., 2017). Childhood trauma that is not handled properly can cause PTSD (Post-Traumatic Stress Disorder). One that can arise when a person experiences problems regulating emotions is hyperarousal. This condition generally results in a person not being able to regulate emotions properly due to trauma in the past. People with hyperarousal tend to overreact to stressful situations and lack thought-provoking actions. They also tend to seek escape or run away from responsibility (Kim et al., 2017).

Methodology

Creswell (2016) Qualitative research methodology is a type of method for describing, exploring, and understanding the meaning of some individuals or groups of people ascribed to social or humanitarian issues. This research involved parents and students at Kebun Baru Kindergarten, Kerinci, Jambi. The research lasted for four months, January-April, 2022, located at Kebun Baru Kindergarten, Kerinci, Jambi. Research subjects were determined through a purposive sampling technique. Data collection techniques include observation, interviews, and documentation analysis by researchers who are directly involved in the field. The credibility test used, i) extends the time in the field; ii) increases observation persistence; iii) triangulation according to the rules; iv) analysis of negative cases; and v) uses appropriate supporting references. Data analysis techniques used, i) data reduction; ii) presentation of data; iii) drawing conclusions and verifying data.

Data needs to be recorded in detail and carried out carefully. This is to find out which data is needed and which is not needed. Doing data reduction means that the researcher summarizes, selects the main things, and focuses on the important things, especially those which are the research focus. After doing data reduction, the step taken is to present the data which can be done with narrative text. By displaying data, it will make it easier for researchers to understand what happened and be able to plan further work based on what has been understood. The next step is to draw conclusions and verify. The conclusion of this qualitative research is a new research finding (Sugiyono, 2021).

Results

Sari et al. (2020) explain preschoolers tend to express their emotions freely and openly. Emotions have different forms of classification but the characteristics that are mutually agreed upon are, "whether emotions are positive or negative" (Pennebaker & Roberts, 1992), namely explaining the terms "Positive Affectivity" and "Negative Affectivity". Positive affectivity refers to the degree of positive emotion, high energy, enthusiasm, and joy to feelings of patience, calm, withdrawal, joy, and laughter including positive feelings. Meanwhile, negative affectivity refers to the degree of negative emotions, such as anxiety, anger, guilt, and sadness. Positive affectivity and negative affectivity, in this case, a child can be at the same high degree level in both dimensions at the same time. For example, a child is in a state of high energy, and a high sense of enthusiasm in an angry state. Researchers in this study observed a variety of positive and negative emotions in students at Kebun Baru Kindergarten, Kerinci, and Jambi. Researchers observe the positive and negative emotions that arise in children so that it will be seen how far the inner child has been in the child and has an effect on his emotions.

Table 1. Inner Child Observations on Children

No.	Indicator	Overview				
		Feeling Happy	Affection	Sense of Security	Fear, Anxiety, Worry	Sadness, Disappointment and, Anger
1	Positive	Yes	Yes	Yes		Yes

No.	Indicator	Overview				
	Emotions					
2	Negative Emotions				Yes	Yes

Based on Table 1 it is known that children who show positive emotions tend not to have fear, anxiety, and worry because they already have a sense of security and affection. Meanwhile, children who show negative emotions tend to only feel fear, anxiety, worry, sadness, disappointment, and anger so they never feel happy, happy, and affectionate.

Demographics of Parents and Children in Kindergarten Kebun Baru

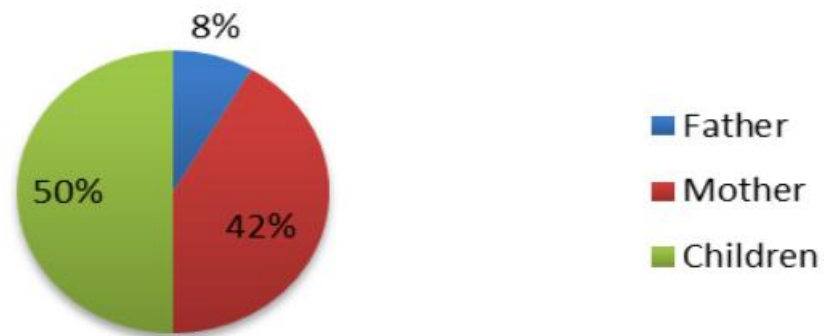


Figure 1. Demographic of Parents and Children in Kebun Baru Kindergarten

Based on Figure 1, it can be explained that the demographics of parents and children in Kebun Baru Kindergarten were observed and interviewed with fathers 8%, mothers 42%, and children 50% to see the influence of the inner child on the emotions of early childhood. The results of the Parents' Overview of Children's Emotional Development in Kebun Baru Kindergarten, Kerinci, Jambi can be seen clearly in Figure 2.

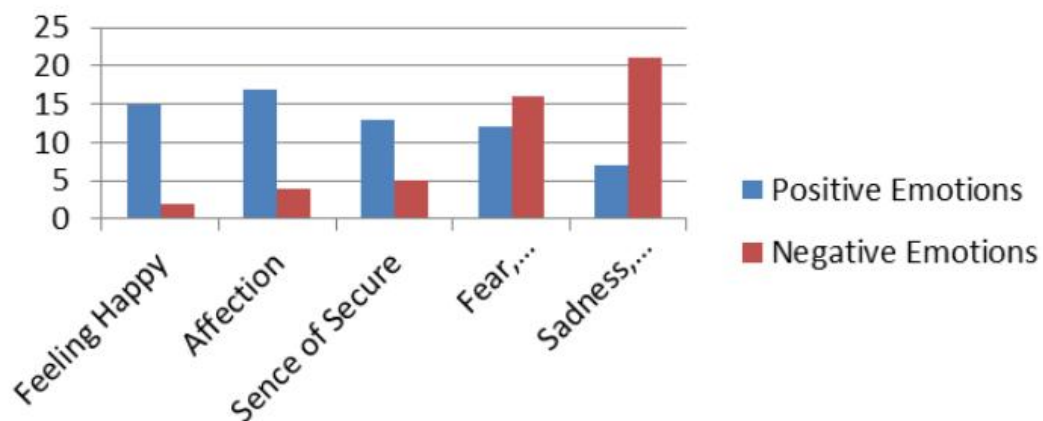


Figure 2. The results of observing the inner child in children can be seen in their emotional development

Discussion

The dominant emotion will color the behavior shown by the child. According to Fajri (2021) child with a jovial temperament will take the light on any obstacle that gets in his way. Likewise, the magnitude of the influence of pleasant emotions such as love and happiness causes feelings of

security to arise which will help children face problems with complete calm, trust, and confidence to overcome them, react to obstacles with minimal emotional tension, and be able to maintain emotional balance. An imbalance between pleasant and unpleasant emotions will make children moody, irritable, and have other negative traits. The emotional feelings shown by children can be a means of knowing child development because emotions will produce behavior as a form of emotional expression. If emotions are controlled then the behavior will also be controlled (Diananda, 2020).

Behavior that is out of control is obtained by children from parents because they have not been able to manage their emotions which gives a bad experience for children (Febiola & Hazizah, 2019). When a child shows negative emotions, for example, when a child is sad or disappointed, the expressions that appear can vary. Where the child will be restless, cry, scream, not cry but show a sullen face (a sign of sadness), be alone, avoid, stay away from surroundings, and many other various expressions. Children who have emotional and behavioral problems are at higher risk of having problems in the future that disrupt life and affect mental health, and behavioral problems can affect academic progress (Muthmainah, 2022). Anger, jealousy, thirst for attention, and high emotions are caused by psychological problems rather than physiological problems (Sari et al., 2020). Even the negative emotions shown by the child form uncontrollable behavior so that the inner child emerges in the child.

The inner child occurs because it is not only the child who experiences it. However, parents who have not finished their inner child in their childhood will give a new inner child to their child, so most of the inner child occurs due to wrong parenting. The results of the interviews stated that some of these parental pairs were initially difficult to control, accept and reconcile with the inner child, but over time and knowledge regarding the inner child and the impact that will be experienced, especially for the child. As a parent, it is certainly not perfect to provide care for children. However, parents try to provide the best possible parenting style for children so that the child's development can run optimally without obstacles. Regarding the inner child, parents provide knowledge and understanding to children that having an inner child is not something bad. The inner child must be owned by every individual. Make the inner child owned as something that we can control both from ourselves and in terms of emotions, it must be channeled properly.

When a child explores the environment, the child collects various useful information (Suryana & Yulia, 2021) so that it can be seen from the inner child that is owned by the child because the parenting style given by parents makes it difficult for children to know their emotions, withdraws from the environment, is quiet, unable to express and channel feelings, has trauma and fear. According to Surianti (2022), if the parenting style is wrong it will produce an inner child which has an impact i.e. if someone is aware of the inner child and is bad at responding, then he is also bad at producing a response when interacting. ii) if a person is aware of the inner child and accepts it, it will produce good activities or interactions and be able to develop themselves to be even better. iii) if someone is aware of the inner child and can manage the wound into a positive or good thing, it will give birth to a good thing too.

The research result in Shafira et al. (2022) shows that the inner child is very influential on the child's growth and development process, this is because the inner child forms his mindset, personality, and morality. Therefore, parents need to pay attention to this. Inner child negativity that appears in the child's personality is caused by several triggering factors, of course, it has a very influential impact, such as abuse by parents on children, neglect, dysfunctional parenting, bullying, and broken homes. The impacts are divided into two, namely, long-term and short-term. For example, in the long term experiencing post-traumatic stress disorder, trust issues, excessive anxiety, and even depression. While the short term is in the form of shock, loneliness, self-harming, and feeling abandoned.

According to Hanh (2006), inner child healing can be done by, i) mediation, carried out in a quiet place so that the child can feel comfortable admitting and communicating so that parents or teachers can see and respond to the feelings that the child feels so that the child feels better. ii) listening to the inner child within the child, this is done when the child feels heard, and the parent or teacher can embrace the inner child within the child. Conversely, if the child feels that he is not being heard, then the inner child will only be stored within the child. iii) talk to the child's inner child, this can help to see the awareness of the feelings the child is feeling and will know for

healing. In this healing, the child must make sure even though what he feels is real so that he can protect and defend himself. iv) conversation with the child's inner child, this is done to provide opportunities for children to be able to talk and express their feelings. v) write a letter to the inner child, do if the child can write and tell what he feels through writing. vi) share the joy with the inner child, this can be done by playing in fun outdoor activities so that the injured child will experience healing. vii) sitting with friends, this is done if children play with their peers. vi) share the joy with the inner child, this can be done by playing in fun outdoor activities so that the injured child will experience healing. vii) sitting with friends, this is done if children play with their peers. vi) share the joy with the inner child, this can be done by playing in fun outdoor activities so that the injured child will experience healing. vii) sitting with friends, this is done if children play with their peers.

Whereas Astriwi (2022) explains how to deal with the inner child the results of past experiences that form the inner child can be seen in various traits, the inner child can be both good and bad, such as grumpy, and oppressive. Meanwhile, the inner child that comes from good experiences can be passionate, energetic, and so on. The inner child can bring problems to one's emotional stability, behavior, and social relations with the environment if one does not understand them. Some things that can be done to deal with the inner child are, i) be aware of its existence, ii) listen to the inner child and communicate with it, iii) meditate and calm down, and iv) seek help from experts in their field.

The inner child must be owned by every individual as something that can be controlled both by the self and in terms of emotions. Research conducted by Gottman regarding children's emotional needs indicates that children are happiest and most successful when they are listened to, understood, and taken seriously by their parents (Hapsari, 2016). The negative feelings felt by children will disappear if they are easy to talk about their emotions, give names to the emotions they feel, and feel understood. Therefore, parents must know about emotional and behavioral disorders that arise from these emotional disorders. Furthermore, Hasiana (2020) describes the family plays an important role so that children will receive guidance, education, and direction so that they can develop themselves in a better direction. A supportive family environment is a family that can develop loving and caring relationships and provides a good role model for children, especially in expressing their emotions. A child's understanding of the emotions he feels will help the child to direct his actions or behavior.

Emotion-coaching parents monitor their children's emotions, see their children's negative emotions as opportunities to teach them, help them to label emotions, and train them to deal with emotions actively. Conversely, parents who ignore emotions can be seen from their behavior that rejects, ignores, or changes negative emotions. Children of emotion-coaching parents were better at calming themselves when angry, more effective at managing their negative emotions, better at focusing their attention, and had fewer behavior problems than children of emotion-ignoring parents. associated with poor emotional regulation of children (Sukatin et al., 2020). Need to give habituation to children to be able to channel their emotions properly.

The emotions felt by children must be channeled properly, if you want to be angry, sad, or happy you have to express them. Don't express your emotions in the wrong place, for example, venting to friends at school or teachers because this is not a good action, it will even cause new problems. To control children's emotions, parents must first provide emotional validation. So by providing parenting by educating full of love. Then the feeling of love and affection for the child is fulfilled and the child will not look for love and affection out there so that the child's emotional needs are met. However, if emotional needs are not given emotional validation, then the inner child will affect uncontrolled emotional control in the child which hinders his growth and development.

Conclusion

This study concludes that every individual has an inner child and is present at all ages. The inner child is a form of personality that grows and develops which unites an awareness and an unconscious within a person. The inner child is often forgotten because there is pressure due to painful trauma not to be recalled which will affect the child's emotional development. Trauma

feelings that are continuously stored by children since childhood will have an emotional impact that is not good for their development in the future. The emotional impact that is not good will be seen through positive emotions and negative emotions which show the extent of the inner child and affect the child's development. Children who show positive emotions tend not to have fear, anxiety, and worry because they already have a sense of security and affection. Meanwhile, children who show negative emotions tend to only feel fear, anxiety, worry, sadness, disappointment, and anger so that they never feel happy or affectionate. The dominant emotion will color the behavior shown by the child. If the emotions felt by children must be channeled properly, if they want to be angry, sad, or happy they must be expressed. Don't express your emotions in the wrong place, for example, venting to friends at school or teachers because this is not a good action, it will even cause new problems. To control children's emotions, parents must first provide emotional validation. So by providing parenting by educating full of love. Then the feeling of love and affection for the child is fulfilled and the child will not look for love and affection out there so that the child's emotional needs are met. However, if emotional needs are not given emotional validation, then the inner child will affect uncontrolled emotional control in the child which hinders his growth and development.

It is hoped that through this research, parents, educators, and caregivers can accept the inner child, especially within themselves and in terms of emotional control, so that they do not give a new inner child to the child in providing the care. However, further research needs to be carried out to see how much influence the inner child has on all aspects of child development.

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