

The Importance of Early Intervention: A Systematic Literature Review on the Environment Impact on Early Childhood Development

Hanum Widyanti Agustin¹, Lutfi Nur², Purwati³

^{1,2,3} Universitas Pendidikan Indonesia

e-mail: *¹hanumagustin@upi.edu, ² lutfinur@upi.edu,

³purwati_purwati@upi.edu

ARTICLE INFO

Article history:

Received: December 25, 2024

Accepted: January 17, 2024

Available online on:

January 29, 2025

Keywords:

Environment, Development,

Early Childhood

Copyright ©2025 by Authors.

Published by Universitas

Muhammadiyah Tangerang

ABSTRACT

The importance of early childhood as a critical period for the development of children's physical, cognitive, social, and emotional abilities cannot be overstated. This phase is significantly influenced by various environmental factors, including family, community, and physical surroundings. However, the reality in the field highlights disparities in the quality of environments experienced by children, particularly in areas with limited economic resources or access to educational and healthcare facilities. This study aims to analyze the influence of the environment on early childhood development. It employs the Systematic Literature Review (SLR) method, a specific research methodology used to collect and evaluate various studies relevant to the research focus. In this study, the researcher examines 10 topics related to the research title. The environment has a significant impact on early childhood development, as this stage involves rapid physical, cognitive, emotional, and social growth in children.

Introduction

Early childhood is a stage in which individuals are still undergoing significant growth and development (Ima et al., 2024). It is considered a crucial period in human development, characterized by rapid brain growth and the shaping of foundational cognitive, emotional, social, and physical abilities through various experiences and interactions with the environment. Early childhood is marked by rapid physical and cognitive development, during which children begin to exhibit unique characteristics aligned with their developmental stages (Suryani et al., 2024).

Early childhood is often referred to as a critical period because a lack of attention to education, care, nurturing, health services, and nutritional needs during this stage can hinder optimal growth and development (Ummah & Fitri, 2020). Stimulation for early childhood development should align with developmental concepts and encompass six aspects of early childhood development (Hendrianto & Afrianingsih, 2024).

The environment is an inseparable part of human life (Saputra & Najicha, 2024). It plays a crucial role in determining early childhood development, as this stage involves rapid brain growth that is highly responsive to external stimuli. The family environment is a primary focus because it serves as the first place where children learn, receive care, and adopt daily habits and values. Parenting characterized by love

and positive stimulation from parents has been shown to support children's cognitive, emotional, and social development. Children tend to use their observations and interactions with parents as a reference for behavior outside the family environment (Putri & Mufidah, 2021).

The social environment, where individuals interact and collaborate with others and their surroundings, also plays a significant role (Fajrin et al., 2022). Social interactions with peers and teachers help children develop communication skills, cooperation, and empathy. Peer relationships, in particular, are essential for personal and social development (Dewi, 2019). Research also highlights the importance of the physical environment, such as a healthy home, access to play areas, and quality early childhood education facilities, in supporting motor and cognitive development.

This study aims to analyze the influence of the environment on early childhood development, focusing on which aspects of the environment have the most significant impact. The findings are expected to provide deeper insights into the critical role of the environment in shaping early childhood development.

Methods

This study employs the Systematic Literature Review (SLR) method. SLR refers to a specific research methodology used to collect and evaluate various studies relevant to a particular research focus (Triandini et al., 2019). The SLR approach has been utilized in research

to identify methods applied in developing web-based information systems (Wahyudin & Rahayu, 2020). The purpose of using the SLR method in this study is to gain an in-depth understanding, identify patterns, gaps, and trends in the existing literature, and provide a solid foundation for further research.

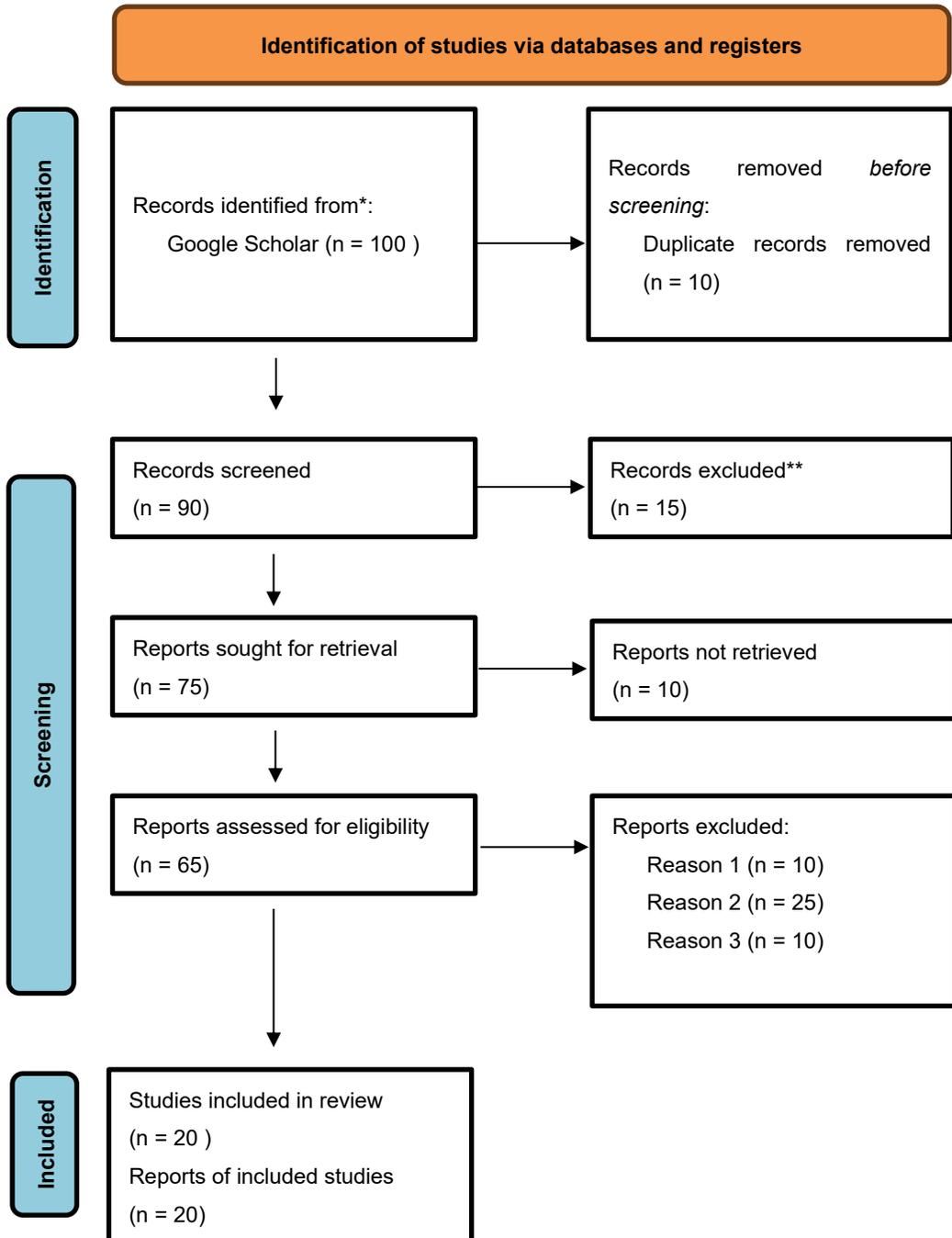
This research examines articles discussing the influence of the environment on early childhood development. The data was collected on December 17, 2024, from the Google Scholar database using the Publish or Perish application. The researchers analyzed the articles using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines and the PRISMA diagram. Data collection involved searching journal articles using the keyword "pengaruh lingkungan anak" ("environmental influence on children"). The search yielded a total of 100 journal articles.

Table 1. Eligibility Criteria

Inclusion Criteria	Exclusion Criteria
Articles published between 2019 and 2024	Articles not in the form of proceedings
Articles related to the influence of the environment on child development	Articles with restricted access
Articles written in Indonesian	Content unrelated to the influence of the environment on child development

To ensure a more systematic selection and evaluation process, the articles reviewed by the researchers were published between 2019 and 2024 and written in Indonesian. The selected articles specifically discuss

the influence of the environment on early childhood development.



After conducting the research using the PRISMA Diagram method, 10 articles were found to be relevant to the research topic. These selected articles were thoroughly examined to accurately determine the influence of the environment on early childhood development.

Results and Discussions

Research on the influence of the environment on early childhood development aims to understand how environmental factors affect the physical, cognitive, social, and emotional aspects of children during their early stages of life. This period, often referred to as the golden age of development, is marked by a heightened responsiveness to stimulation and surrounding conditions. Below is a more detailed explanation of the study:

Researcher(s) and Year	Discussion Highlights
Framanta, 2020	Within a family environment where children interact with their parents and other family members, they easily acquire formal education through habits such as eating, sleeping, waking up early, dressing, and politeness.
Rahmalia & Laeli, 2024	Parents play a significant role in shaping positive habits and teaching ethical, moral, and spiritual values.
Rindawan et al., 2020	Proper family education greatly influences the personal and social development of children.

Jannah & Putro, 2021	Parents hold a crucial role in supporting children's development, especially during their early years.
Sari, 2020	The family environment serves as the primary education platform where children learn to become social beings.
Rasyid et al., 2020	Schools provide a social environment where students interact with peers and adults from diverse social backgrounds.
Anggraini et al., 2023	Social environment influences can have positive or negative impacts depending on the conditions of the social environment in which individuals live.
Bachtiar & Fitriani, 2024	The social environment significantly shapes a child's character, as children tend to mimic the behaviors and values they observe in those around them.
Fitri & Aljamaliah, 2021	The surrounding community environment can enhance or diminish a child's moral and cultural values, making the choice of living environment crucial for character formation.
Hikmawati et al., 2022	Unfortunately, despite its potential benefits for character building, the school environment remains underutilized and is still considered suboptimal.

The articles above show research findings regarding the influence of the environment on early childhood development. Young children

undergo rapid development, particularly in the brain. Both physical and social environments play a major role in facilitating or hindering this process.

Based on the research conducted, the influence of the environment, both internal and external, greatly impacts early childhood development. There are several environmental influences, including the family environment, the school environment, and the community environment. These three environments are responsible for influencing the development of children. Research conducted by Framanta (2020) indicates that within the family environment, children naturally receive informal education through daily interactions with their parents and other family members.

This education includes the formation of positive habits, such as eating, sleeping, waking up early, dressing, and behaving politely, all of which are taught through examples and routines in the family. Another study by Rahmalia & Laeli (2024) found that parents play a very important role in instilling positive habits and teaching ethical, moral, and spiritual values to their children. Additionally, according to Rindawan et al. (2020), proper and correct family education has a significant impact on children's personality development and social abilities. Jannah & Putro (2021) emphasized that parents play a crucial role in supporting the growth and development of children, especially during early childhood.

Schools become a place for children to interact socially with a diverse group, including peers and adults, who come from various social backgrounds (Rasyid et al., 2020). Furthermore, according to Anggraini et al. (2023), the influence of the social environment has both positive and negative consequences depending on the conditions of the social environment in which an individual lives. Unfortunately, the potential of the school environment to shape students' character has not fully been realized and is still considered relatively low (Hikmawati, 2022).

The environment significantly influences early childhood development, as this stage involves rapid physical, cognitive, emotional, and social growth. The family environment, as the first place a child learns, plays an important role in shaping habits, moral values, and parenting styles that support a sense of security and self-confidence. In addition, the social environment, such as interactions with peers and teachers at school, helps children develop social skills, communication, and empathy.

Conversely, an unsupportive environment, such as poverty, conflict, or lack of intellectual stimulation, can hinder a child's development, both physically and psychologically. Therefore, creating a conducive environment is key to ensuring that young children grow and develop to their fullest potential.

Conclusion

The environment plays a crucial role in early childhood development, as children at this stage are highly sensitive to the influences of their surroundings. The family, social, physical, and educational environments, if managed well, can support the optimal cognitive, emotional, social, and physical development of children. Conversely, an unsupportive environment, such as poverty, conflict, or lack of access to proper nutrition and quality education, can hinder a child's growth and development. Therefore, it is important for parents, communities, and the government to create a safe, healthy, and stimulating environment to ensure that young children can grow and develop well and have a strong foundation for the future.

References

- Anggraini, T., Wulandari, A., Bella, H. S., & Anggraini, T. W. (2023). Dampak lingkungan sosial terhadap perkembangan psikologi anak. *Nautical: Jurnal Ilmiah Multidisiplin*, 2(4), 216–225. <https://doi.org/10.55904/nautical.v2i4.868>
- Bachtiar, Y., & Fitriani, R. S. (2024). Pengaruh Lingkungan Terhadap Kesantunan Berbahasa. *CaXra: Jurnal Pendidikan Sekolah Dasar*, 3(2), 124–130. <https://doi.org/10.31980/caxra.v3i2.929>
- Dewi, S. U. (2019). Pengaruh Lingkungan Teman Sebaya Terhadap Motivasi Belajar Santri Mdt At-Taqwa Kp. Ranca Ayu Desa Maroko Kabupaten Garut. *THORIQOTUNA: Jurnal Pendidikan Islam*, 2(1), 13–32. <https://doi.org/10.47971/tjpi.v2i1.117>
- Fajrin, S. N., Kamaruddin, S. A., & Agustang, A. (2022). Pengaruh Lingkungan Sosial terhadap Hasil Belajar IPS Siswa Kelas V SD Inpres 79 Cenrana Kabupaten Bone. In *Indonesian Annual Conference Series* (pp. 96-99). <https://www.ojs.literacyinstitute.org/index.php/iacseries/article/view/558%0Ahttps://www.ojs.literacyinstitute.org/index.php/iacser>

Fitri, K. A. N., & Aljamaliah, S. N. M. (2021). Pengaruh lingkungan masyarakat terhadap pengembangan karakter anak usia dini. *Jurnal Audi: Jurnal Ilmiah Kajian Ilmu Anak dan Media Informasi PAUD*, 6(2).

<https://ejournal.unisri.ac.id/index.php/jpaul/article/view/5646%0A>

Framanta, G. M. (2020). Pengaruh Lingkungan Keluarga Terhadap Kepribadian Anak. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 126–129. <https://doi.org/10.31004/jpdk.v1i2.654>

Hendrianto, M. Y., & Afrianingsih, A. (2024). Analisis Berpikir Konstruktif Ditinjau dari Penerapan Sentra Balok Anak Usia 4-5 Tahun di KB Cendekia Bapangan. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 13(3), 281-299.

<http://dx.doi.org/10.31000/ceria.v13i3.12561>

Hikmawati, H., Yahya, M., Elpisah, E., & Fahreza, M. (2022). Pengaruh Lingkungan Sekolah Terhadap Pembentukan Karakter Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4117–4124.

<https://doi.org/10.31004/basicedu.v6i3.2717>

Ima, I. F. A., Juniarti, Y., Ningsih, S., & Sodik, N. A. M. (2024). Pengaruh Permainan Marble Maze Terhadap Kemampuan Motorik Halus Pada Anak Kelompok A Di TK Cempaka. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 13(3), 354-370.

<http://dx.doi.org/10.31000/ceria.v13i3.12452>

Jannah, M., & Putro, K. Z. (2021). Pengaruh faktor genetik pada perkembangan anak usia dini. *Bunayya: Jurnal Pendidikan Anak*, 7(2), 53-63. <http://dx.doi.org/10.22373/bunayya.v7i2.10425>

Putri, A. N., & Mufidah, N. (2021). Pengaruh Lingkungan Keluarga dan Lingkungan Sekolah Terhadap Kedisiplinan Siswa. *ASANKA: Journal of Social Science And Education*, 2(1), 133–148.

<https://doi.org/10.21154/asanka.v2i1.3031>

Rahmalia, S. M., & Laeli, S. (2024). Pengaruh Lingkungan Keluarga Terhadap Perkembangan Kepribadian Anak. *Karimah Tauhid*, 3(9), 10007-10018. <https://doi.org/10.30997/karimahtauhid.v3i9.14596>

Rasyid, R., Marjuni, M., Achruah, A., Rasyid, M. R., & Wahyuddin, W. (2020). Implikasi Lingkungan Pendidikan Terhadap

- Perkembangan Anak Perspektif Pendidikan Islam. *Jurnal Dasar Pendidikan Umat Islam*, 7(2), 111–123. <https://doi.org/10.24252/auladuna.v7i2a1.2020>
- Rindawan, I. K., Purana, I. M., & Siham, K. F. (2020). Pengaruh Pola Asuh Orang Tua Dalam Pembentukan Karakter Disiplin Pada Anak Dalam Lingkungan Keluarga. *Jurnal Pacta Sunt Servanda*, 1(2), 53–63. <https://doi.org/10.23887/jpss.v1i2.361>
- Saputra, I. A. A., & Najicha, F. U. (2024). Pengaruh Lingkungan Terhadap Tumbuhnya Jiwa Nasionalisme. *Konstruksi Sosial : Jurnal Penelitian Ilmu Sosial*, 4(1), 1–5. <https://doi.org/10.56393/konstruksisocial.v2i1.893>
- Sari, C. W. P. (2020). Pengaruh pola asuh otoriter orang tua bagi kehidupan sosial anak. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 76–80. <https://doi.org/10.31004/jpdk.v1i2.597>
- Suryani, A., Loliyana, L., Rohman, F., Sowiyah, S., Sugianto, S., & Khomsiyati, S. (2024). Artificial Intelligence sebagai Media Pembelajaran untuk Anak Usia Dini. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 13(3), 391–415. <http://dx.doi.org/10.31000/ceria.v13i3.12176>
- Triandini, E., Jayanatha, S., Indrawan, A., Werla Putra, G., & Iswara, B. (2019). Metode Systematic Literature Review untuk Identifikasi Platform dan Metode Pengembangan Sistem Informasi di Indonesia. *Indonesian Journal of Information Systems*, 1(2), 63. <https://doi.org/10.24002/ijis.v1i2.1916>
- Ummah, S. A., & Fitri, N. A. N. (2020). Pengaruh lingkungan keluarga terhadap perkembangan sosial Emosional Anak Usia Dini. *SELING: Jurnal Program Studi PGRA*, 6(1), 84–88. <https://doi.org/10.29062/seling.v6i1.624>
- Wahyudin, Y., & Rahayu, D. N. (2020). Analisis Metode Pengembangan Sistem Informasi Berbasis Website: A Literatur Review. *Jurnal Interkom: Jurnal Publikasi Ilmiah Bidang Teknologi Informasi Dan Komunikasi*, 15(3), 26–40. <https://doi.org/10.35969/interkom.v15i3.74>