



**THE 1ST INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING
“ENTERPREURSHIP IN GLOBAL COUNSELING”**

THE EFFECT OF PARENTING PROGRAMS ON CHILD DEVELOPMENT

Mohamad Andi Santoso¹, Evi Winingsih²

¹State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, East Java, 60213, Indonesia, mohamad.20027@mhs.unesa.ac.id

²State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, East Java, 60213, Indonesia, ewiwiningsih@unesa.ac.id

ABSTRACT

Development is an inevitable thing of every individual's life. Development is the increase in more complex body structures and functions in gross locomotion, fine motion, speech and language as well as socialization and independence. Development is the result of the interaction of the maturity of the central nervous system with neuromuscular, speech, emotion and socialization. Development must be faced by every child from the time he is born in the world to leaving the world. In this period of development many influencing factors can cause development to lead to positive and negative. At moments like this, the role of parents is very influential so that the changes that occur in their children lead to positive development. The role of parents is to provide assistance, provide input when they feel their child begins to lead to negative development. But what happens today is that many parents do not understand their influence in mentoring is very important. Parents think if children are schooled the development that occurs to their children leads in a positive direction.

Keywords: Development, Parents, Roles

INTRODUCTION

A child is a living being who is given the grace of being born through the marriage of two people who have different sexes, namely male and female, either through marriage or not, is still called a child. Children have many aspects ranging from gender, categories such as young people in the age category, religion, emotional development, physical. Many things can support the development of children's growth, especially from the circumstances around them, starting from the smallest, namely the family, to the neighbors where they live and interact.

Every individual will certainly go through a phase of development in his life. The development begins from an early age when they are just born into the world until they grow up to the last point which is to leave the world. Development in its concept is not an event to measure with certainty, but this process of development can be felt either from the individual himself or others. Another person who can feel the development of a child is the person who is side by side with the child. Development has the nature of progress, commonly referred to as progressive, systematic, and continuous.

All individuals will definitely experience a phase of development and things that develop between individuals with each other must be the same aspect. But still there is something that distinguishes each individual, judging from the development of speed between individuals with one another, it will definitely have a different speed. There are also preceding previous developments, basically this development has a tendency along with aspects of development not much different from one development to another. In this child development assistance, parents have an important role so that their child's development is maximally successful and does not tend to negative things. Because this development has a huge impact on the individual and many factors that give the development of either the environment or friendships. If the environment is wrong then individual development definitely tends to be wrong, here the role of parents is very important for mentoring.

At this time, parents have a view that in the development process who has full responsibility is the teacher at school. This is mainly based on the process of educating, providing material, using learning media so that those who know the process of child development in full are teachers at school. In this case, most parents choose not to be involved in the child's developmental process. Parents give all responsibilities and optimize child development is the full responsibility of teachers who educate them while in school, because parents have also spent a lot of money to send their children to school, so parents have the courage to let go of hands and hand over full responsibility to the teachers who teach them at school, parents just accept it.

METHODOLOGY

There is also this type of research is a literature study. Zed in Kartiningsih research (2015) said that the literature study method is a series of activities related to the method of collecting library data, reading and recording, and managing research materials. Kartiningsih added that literature studies are carried out by each researcher with the main aim of finding a foundation to obtain and build theoretical foundations, frameworks, and determine temporary conjectures or also called research hypotheses.

RESULT AND DISCUSSION

A. Child Development Stages

1. Child Development Period

According to the time sequence, childhood is the period of development from 2 to 6 years of age. Biological development in these times was rapid, but sociologically he was still very much bound by his environment and family. Therefore, the family plays an important role in preparing children to be able to adapt to a wider environment, especially the school environment.

Childhood is often referred to as aesthetic time, sensory time and time against parents. It is called aesthetic because this period is the time when the feeling of beauty occurs. It is also called the sensory period, because at this time the children's senses develop rapidly. Because of this rapid development, children like to explore, which is then called the resistance period.

At this time children have an egocentric attitude because they feel themselves at the center of the environment shown by children with an attitude of being happy to oppose or reject something that comes from people around them. Such development is caused by the child's awareness, that he has his own abilities and will, which will is different from the will of others.

In early childhood, children imitate a lot, play a lot of plays or fantasies, from their habits it will provide skills and experiences to the child. Some say that early childhood begins as a period of infant covering. Early childhood ends until about elementary school entry age. The characteristics in early childhood are:

- a. An age that contains problems or difficult ages;
- b. Age of toys;
- c. Preschool age;
- d. Age of group learning;
- e. Age exploring and asking a lot;
- f. Age imitating and creative.

2. Physical Development

Physical development or the human body is a complex and very amazing organ system. Kuhlen and Thompson suggest that individual physical development includes four aspects, namely:

- a. A nervous system that greatly influences the development of intelligence and emotions;
- b. Muscles that affect the development of strength and motor abilities;
- c. Endocrine glands, which cause the emergence of new patterns of behavior, such as in adolescence developing feelings of pleasure to be active in an activity that consists partly of members of the opposite sex;
- d. Physical structure/body which includes height, weight and proportions.

Early childhood is a period of development that occurs from late infancy to about age 5 or 6, sometimes called the preschool years. The first grade of primary school usually marks the end of this period. From the above it can be concluded that, early childhood is the period of development of children from the age of 2 years to the age of 6 years, which can also be called the preschool period.

Physical development is the basis for subsequent developmental progress, with increased growth in both weight and height and strength, allowing children to be more active and develop their

physical skills, as well as developed exploration of the environment without the help of their parents. The development of the central nervous system provides readiness for children to further improve their understanding and mastery of their bodies.

- a. Height: The average annual height gain is three inches. At the age of six the average child height was 46.6 inches;
- b. Weight: Annual weight gain averages three to five pounds. At the age of six years it is approximately seven times the weight at birth. Girls averaged 48.5 pounds and boys 49 pounds;
- c. Body comparison: The baby's appearance is no longer visible. The face remains small but the chin is clearly visible and the neck is more elongated. Body clots are reduced and the body tends to be cone-shaped, with a flattened abdomen, and a more developed chest, wider and square shoulders, longer and straight arms and legs, larger hands and feet;
- d. Body posture: Differences in the body first appear in early childhood, some are fat flabby (endomorph), some are strong muscular (mesomorph), some are relatively thin (ectomorph);
- e. Bones and muscles: The rate of muscle shift varies in parts of the body following the laws of developmental direction. The muscles become larger, heavier and stronger, so the child appears thinner despite the increased weight;
- f. Fat: Children who tend to be endomorphic have more fat tissue than muscle tissue while mesomorphic on the contrary and those with ectomorphic bodies have small muscles and little fat tissue;
- g. Teeth: During the first four to six months of early childhood, the last four baby teeth of the back molars appear. Over the past half year baby teeth begin to fall out, replaced by fixed teeth. The first to come off is the first baby tooth to grow, namely the middle incisors. When childhood ends, babies generally have one or two fixed teeth in front and several gaps where fixed teeth will appear.

The brain has a very decisive influence on other aspects of individual development, both in the form of motor, intellectual, emotional, social, moral and personality skills. Vice versa, the importance of nutrition for brain growth, from several animal studies results prove that poor nutrition (malnutrition) suffered by animal mothers results in fewer fetal brain cells than fetuses whose parents are normal. In humans, malnutrition in pregnant women resulting in very low baby weight is also closely related to high mortality rates and the cause that often occurs is poor development

3. Cognitive Development

Cognition means the ability to think, the ability to use the brain. Cognition development means the development of children in using their thinking power. In cognitive development, the child in this case his brain begins to develop the ability to think, learn and remember. The cognitive world of children at this age is creative, free, and fantastic. Children's imaginations develop over time, and their mental understanding of the world improves.⁷ At this level children can improve their use of language by imitating adult behavior.

4. Physical structure/body which includes height, weight and proportions.

Early childhood is a period of development that occurs from late infancy to about age 5 or 6, sometimes called the preschool years. The first grade of primary school usually marks the end of this period.² From the above it can be concluded that, early childhood is the period of development of children from the age of 2 years to the age of 6 years, which can also be called the preschool period.

Physical development is the basis for subsequent developmental progress, with increased growth in both weight and height and strength, allowing children to be more active and develop their physical skills, as well as developed exploration of the environment without the help of their parents. The development of the central nervous system provides readiness for children to further improve their understanding and mastery of their bodies.

- a. Height: The average annual height gain is three inches. At the age of six the average child height was 46.6 inches;
- b. Weight: Annual weight gain averages three to five pounds. At the age of six years it is approximately seven times the weight at birth. Girls averaged 48.5 pounds and boys 49 pounds;
- c. Body comparison: The baby's appearance is no longer visible. The face remains small but the chin is clearly visible and the neck is more elongated. Body clots are reduced and the body tends to be cone-shaped, with a flattened abdomen, and a more developed chest, wider and square shoulders, longer and straight arms and legs, larger hands and feet;
- d. Body posture: Differences in the body first appear in early childhood, some are fat flabby (endomorph), some are strong muscular (mesomorph), some are relatively thin (ectomorph);
- e. Bones and muscles: The rate of muscle shift varies in parts of the body following the laws of developmental direction. The muscles become larger, heavier and stronger, so the child appears thinner despite the increased weight;
- f. Fat: Children who tend to be endomorphic have more fat tissue than muscle tissue while mesomorphic on the contrary and those with ectomorphic bodies have small muscles and little fat tissue;
- g. Teeth: During the first four to six months of early childhood, the last four baby teeth of the back molars appear. Over the past half year baby teeth begin to fall out, replaced by fixed teeth. The first to come off is the first baby tooth to grow, namely the middle incisors. When childhood ends, babies generally have one or two fixed teeth in front and several gaps where fixed teeth will appear.

The brain has a very decisive influence on other aspects of individual development, both in the form of motor, intellectual, emotional, social, moral and personality skills. Vice versa, the importance of nutrition for brain growth, from several animal studies results prove that poor nutrition (malnutrition) suffered by animal mothers results in fewer fetal brain cells than fetuses whose parents are normal. In humans, malnutrition in pregnant women resulting in very low baby weight is also closely related to high mortality rates and the cause that often occurs is poor development.

5. Psychosocial Development

The psychosocial development that occurred at this time included several things, namely:

- a. Emotional Development During early childhood emotions are very strong.

This is a time of imbalance because children are "out of focus" in the sense that they are easily carried away by outbursts, emotional and difficult to guide and direct. This is particularly pronounced in children ages 2.5 to 3.5 years and 5.5 to 6.5 years, although it is generally true throughout most of the early childhood period.

So heightened emotions in early childhood are characterized by strong outbursts of anger, intense fear and high envy. At these times children are difficult to guide and direct, they tend to be angry, rebellious and offended if warned, this is because children are out of their focus.

High emotions are mostly caused by psychological problems. Usually parents only allow children to do a few things, even though the child feels he is able to do more, so in the end the child will resist the parents' prohibition and the child tends to rebel. Children will explode their anger if they cannot do something that is considered to be done easily.

b. Social Development

The basis for socialization in children is laid with the improvement of relationships between children and their peers from year to year. The child not only plays more with other children but also talks more. If the child likes relationships with others even if only occasionally, then the attitude towards social contact brings better than frequent social relationships but the nature of the relationship is not good.

In the above statement it is explained that the development of socialization in early childhood is characterized by an increase in the intensity of relationships with peers, and this development increases from year to year. In this phase also children not only enjoy playing but also talk more. Social relationships or contacts are better than poor social relationships.

Here it can be concluded that peers also play an important role in children's social development, because through peers children can learn and get information about the child's world outside the family. At this time children begin to know the world outside the family, namely by playing with peers. Children will also begin to compare themselves with their peers.

B. Child Development Tasks

1. Development task at infant and childhood age

- a. Learning to walk occurs between the ages of 9 to 15 months, at this age the leg bones, muscles and nervous system have matured to learn to walk.
- b. Learn to eat solid foods This happens in the second year, the system of food digestion and chewing apparatus in the mouth has matured for it.
- c. Learn to speak
 - 1) That is, making meaningful sounds and conveying to others the names or words about something regularly in a given situation until the child learns to associate (associate) certain sounds with certain objects or situations (behaviors).
 - 2) The second opinion, quite the contrary, according to this theory is that the baby's voice is not accidental but has meaning to him because the sounds express or express his feelings. The next development of learning this language occurs by imitation.

d. Learn to urinate and defecate

Before the age of 4 years, children generally cannot overcome (resist) bedwetting because the development of nerves that regulate disposal is not perfect. To provide hygiene education for children under 4 years old, it is enough to get used to it, that is, every time you want to relieve yourself, take the child to the toilet without giving much light to him. While the tasks of early childhood development are:

1) Learn to recognize sex differences

Through observation (observation) children can see behavior, physical form and clothing that differ from one sex to another. In this way, children can recognize the anatomical differences between men and women, children pay great attention to their own genitals and others so that the recognition of gender runs normally, so parents need to treat their children both in providing toys, clothes, and other aspects according to the child's gender.

2) Achieve physiological physical stability

The physical condition of children is very labile when compared to adults, children quickly feel changes in temperature so that their body temperature is easily changed. Different variations in food variations given can change salt and sugar levels. In the blood and water in the body. To achieve physical stability, for children it takes time until the age of 5 years. In the process of achieving physical stability, parents need to provide intensive care. Both when it comes to nutritious feeding and the maintenance of hygiene.

3) Forming simple concepts (understandings) of social and natural reality.

In the beginning, this world for children is a complex and confusing situation, over time children can observe objects or people around them. Further development, children find order and can form generalizations (conclusions) from various objects that generally have the same characteristics.

4) Learn to make emotional connections with parents, siblings and others.

Children make contact with people around them using various ways, namely, signing, imitating and using language. The way obtained in learning to make emotional connections with others will more or less determine his attitude in the future.

5) Learning to have good and bad relationships means developing a heart.

Young children are dominated by naïve hedonism where pleasure is considered good while suffering is considered bad, when children grow older then children must learn to understand good and bad right and wrong because as social beings humans not only pay attention to their own interests, but also must pay attention to the interests of others. Something important in developing a child's heart is the role model of parents and their guidance.

2. Developmental tasks in school

The developmental tasks of late childhood according to Syamsu Yusuf (2008) developmental tasks at

this time include:

- a. Learn to acquire physical skills to perform the game. In school the child has reached the level of muscle mastery, so he can march, do morning exercises and light games, such as football, jumping rope, swimming, and so on.
- b. Learning to form a healthy attitude towards oneself as a biological being. The essence of this task is
 - 1) Develop habits for body maintenance including hygiene, personal safety, and health;
 - 2) Develop a positive attitude towards his gender and also accept himself positively.
- c. Learn to get along with peers who will learn to adjust to new environments and situations and their peers.
- d. Learning to play roles according to their gender.

If the child has entered school, sex differences will be more visible. In terms of games, for example, it would appear that boys would not allow girls to participate in typical male games such as playing marbles, playing ball, and kites.

- e. One of the reasons the age of 6-12 years is called school is because his physical growth and spiritual development are mature enough to receive teaching. To be able to live in a cultured society, at least children must finish elementary school (SD) because from elementary school children have acquired basic skills in reading, writing, and arithmetic.
 - f. Learn to develop everyday concepts When we have seen, heard, tasted, smelled, and experienced a memory lives on us. The memory of past observations is called a concept (response). The more knowledge, the more concepts are acquired. The task of the school is to instill clear and correct concepts. These concepts include religious rules or teachings, (moral) science, customs, and so on.
 - g. Developing the heart of this task is to develop attitudes and feelings related to religious norms. This task deals with true-wrong, permissible-not-not, such as honest is good, lying is bad, and so on.
 - h. Learning gains personal freedom. The essence of this task is to be able to be a person who can stand alone, in the sense of making plans, acting for the present and the future free from the influence of parents and others.
 - i. Develop positive attitudes towards social groups or institutions. The essence of this task is to develop a democratic social attitude and respect the rights of others. For example, developing an attitude of helpfulness, tolerance, willingness to cooperate, with others, tolerance of the opinions of others and the rights of others.
3. Developmental tasks of adolescence

The development process of adolescence usually lasts for approximately 11 years, starting at the age of 12-21 in women and 13-22 years in men. This long period of adolescent development is known as a time full of difficulties and problems, not only for the teenager himself but also for parents, teachers and the surrounding community even not infrequently law enforcers are also bothered by actions and actions that are considered deviant.

William Key laid out the developmental tasks of the adolescent as follows;

- a. Accept his own physique and diversity of qualities.
- b. Achieve emotional independence from parents or authority figures.
- c. Develop interpersonal communication skills and learn to get along with peers or others either individually, or in groups.
- d. Finding a human model that is used as his identity.
- e. Accept himself and have confidence in his own abilities.
- f. Strengthen self-control on the basis of value scales, principles or philosophies of life.
- g. Able to abandon childish reactions and attitudes / behaviors.

Havighurst (1961) describes the tasks of development as follows:

- a. Achieve more mature relationships with peers; The essence of this task aims to learn to see the reality of girls as women, and boys as men, develop into adults among other adults, learn to cooperate with others to achieve common goals, and learn to lead others without dominating them.
- b. Achieve social roles as a man or woman.
- c. Accept the physical state and use effectively. The essence of this task is to make adolescents feel proud, or tolerant of their physique using and maintaining their physical effectively, and feel satisfied with their own physique.
- d. Achieve emotional independence from parents and other adults. The essence of this task is to free oneself from childish or dependent attitudes and behaviors towards parents, develop affection (love) for parents, without depending on them and develop respect for other adults without depending on them.
- e. Achieving guaranteed economic independence is essentially a task so that adolescents are able to create a life (livelihood).
- f. Choosing and preparing for a career (job). The essence of this task is to choose a job that suits his abilities and prepare himself to have the knowledge and skills to enter the job.
- g. Preparing for marriage and family life, the essence of this task is to develop a positive attitude towards marriage, family life, and having children and acquire proper knowledge about family management and child rearing.
- h. Develop intellectual skills and concepts necessary for citizens. The nature of this task aims to develop concepts of law, government, economics, politics, geography, human nature and social institutions that are compatible with the modern world and develop language skills and reasoning skills that are essential for efforts to solve problems effectively.
- i. Achieve socially responsible behavior. The essence of this task is to participate as a responsible adult as a society and take social values into account in his behavior.
- j. Acquire a set of values and ethical systems as a guide in behavior. The essence of this task is to form a set of values that may be realized, develop awareness to realize values, develop awareness of his relationship with fellow humans and also nature as the environment in which he lives, and

understand the picture of life and the values he has, so that he can live in harmony with others.

- k. Have faith and fear in the One True God.

C. Program Parenting

The role of parents in the way of parenting children must certainly adjust to the age and development that their children have gone through. From this parents are faced with the task of understanding the phases of development that occur in their child and must be able to balance with their developmental phases. Every child must provide real practice in their environment, this aims to develop a way of thinking, a way of seeing reality that occurs in the process of passing their daily lives. The task of parenting in this small aspect is to provide a small view of their experience in the process of going through which is also tailored to the needs of their child. Therefore, the importance of the division of duties between father and mother, so that the mindset that affects children's intelligence can develop optimally and optimally.

Through good parenting, it is hoped that it can develop children with good personalities as well. Most parents learn parenting practices from their own parents. Some of these practices they accepted, but some they abandoned. Husbands and wives may bring different views on parenting (Santrok, 2007: 163).

Parents have the same function towards the care of their children, but in the pattern of parenting fathers and mothers have quite different roles but must be able to collaborate well. The role of mothers, namely:

- 1) Creating feelings of love and affection for children through interaction;
- 2) Creating language skills for children through activities carried out in everyday life;
- 3) Giving stories or reading fairy tales with this can be interspersed with heart-to-heart talks that make the closeness of mother and child more pronounced;
- 4) Teaching about sex-adjusted roles such as girls starting how to act as a natural woman, what are the expectations of the social environment with the presence of a woman.

On the other hand, the role of the father is no less important than the role of the mother who must always bring herself closer to her child, the father also has a role as follows :

- 1) Foster a sense of self-worth that must be owned and have competence in children by doing games that involve physical both indoors and outdoors;
- 2) fostering the need for achievement in children through activities to introduce children to various stories about ideals,
- 3) Teach about the role of the male sex, about how to act as a man, and what the social environment expects of men.

The difference in roles between fathers and mothers in parenting is also stated by Gunarsa (2008:31) who said, the role of mothers is to meet physiological and psychological needs, set examples and examples, as a wise manager, care for and take care of the family patiently, as an educator who manages children. The role of the father is the breadwinner, giving a sense of security, participating in the education of the child, and as a firm protector.

In today's society, the need is increasing, it makes demands for parents to earn as much sustenance as possible in order to maintain life. The trick is definitely to work hard, where in the past only one party worked from one party, namely the father, but now many wives also join the work. This certainly has a positive impact

as well as a negative impact. The negative impact is that the time to take care of his children is decreasing a lot because the time that should be used to take care of children, is used to work to meet daily needs.

The use of the word parenting (parenting) includes a variety of activities that aim to enable children to develop optimally and survive well. The principle of parenting does not emphasize who (the perpetrator) but rather emphasizes the activities of the child's development and education. Therefore, parenting includes physical care, emotional care and social care.

1. Physical parenting includes all activities that aim to make the child survive well by providing basic needs such as eating, warmth, hygiene, tranquility during sleep, and satisfaction when removing metabolic waste in the body.
2. Emotional parenting includes mentoring when children experience unpleasant events such as feeling alienated from their friends, afraid, or traumatized. This emotional nurturing includes nurturing so that children feel valued as an individual, know they feel loved, and have the opportunity to make choices and to know the risks. This emotional parenting aims to make children have a stable and consistent ability to interact with their environment, create a sense of security, and create a sense of optimism for new things that will be encountered by children. Meanwhile, social care aims so that children do not feel alienated from their social environment which will affect children's development in the future.
3. This social parenting becomes very important because the social relationships built in parenting will form a perspective on themselves and their environment. Good social care focuses on providing assistance to children to be well integrated in their home and school environment and helps teach children about the social responsibilities they must carry (Hughoghi, 2004: 53).

CONCLUSION

Development is inevitable in every individual. This development tends to be positive and negative when viewed from a psychosocial aspect. But there is also a definite development in all humans and it is relatively the same. The development that all humans will definitely experience is physical development. This physical development is only differentiated sex, but in the same sex must experience the same physical development. In addition to this development, there are also many tasks that must be carried out in each development. The role of parents is very important because parental assistance is very influential in helping the development of their children.

REFERENCES

References from Journal:

- Baumrind, D. 1966. Effects of Authoritative Parental Control on Child Behavior, *Child Development*, 37(4), 887-907.
- Candra, S. (n.d.). *Pelaksanaan Parenting Bagi Orang Tua Sibuk dan Pengaruhnya Bagi Perkembangan Anak Usia Dini*.
- Child and Youth Health. Child development: 6-9 years. <http://raisingchildren.net.au>
- Dagun, Save M. Dagun. 1992. *Maskuline dan Feminisme: "Perbedaan Pria dan Wanita dalam Fisiologi, Psikologi, Seksual, Karier dan Masa Depan"*. Jakarta: PT. Rineka Cipta.
- Galuh Adriana, N., Anak Usia Dini, P., Psikologi dan Pendidikan, F., Al-Azhar Indonesia, U., Masjid Agung Al-Azhar Jl Sisingamangaraja, K., & Selatan, J. (2018). Pengaruh Pengetahuan Parenting Terhadap Keterlibatan Orang tua Di Lembaga Paud. In *Jurnal Audhi* (Vol. 1, Issue 1).
- Hurlock, Elizabeth B. 2009. *Perkembangan Anak dan Remaja Jilid I*. Jakarta: Erlangga.
- Khaironi, M. (2018). *(Perkembangan Anak Usia Dini) Mulianah Khaironi Perkembangan Anak Usia Dini*.

- I, 1–12. <https://pdfs.semanticscholar.org>
- Kriesna, O. & Purwanto, K. *Tugas-Tugas Perkembangan dan Permasalahannya*.
- Lestari, S. 2012b. *Psikologi Keluarga: Penanaman Nilai dan Penanganan Konflik dalam Keluarga*. Jakarta: Kencana Prenada Media Grup.
- Mauanah, S. N., & Suprijono, A. (n.d.). *Parenting Education Sebagai Pendidikan Keluarga Parenting Education Sebagai Pendidikan Keluarga (Motiv Keterlibatan Orang Tua Dalam Parenting Education)*.
- Moeslichatoen R. 2004. *Metode Pengajaran di Taman Kanak-kanak*, Jakarta: Rineka Cipta.
- Munir, S. 2005. *Menyiapkan Masa Depan Anak Secara Islami*, Jakarta: Amzah.
- Mutiara, O. :, Erlanti, S., Mulyana, N., & Wibowo, & H. (n.d.). *32 Teknik Parenting Dan Pengasuhan Anak Studi Deskriptif Penerapan Teknik Parenting Di Rumah Parenting Yayasan Cahaya Insan Pratama Bandung*.
- S, S. (2017). Pengaruh Program Parenting Terhadap Perkembangan Kemandirian Anak Usia Dini (Studi Pada Paud Paramata Bunda Kota Palopo). *PALITA: Journal of Social - Religion Research*, 2(2), 161. <https://doi.org/10.24256/pal.v2i2.527> Sepanjang, P., & Kehidupan, R. (n.d.). *PSIKOLOGI PERKEMBANGAN* Penebar Media Pustaka.
- Patmonodewo, S. 2003. *Pendidikan Anak Prasekolah*, Jakarta : Asdi Mahasatya.