



Parenting Patterns and Social Emotional Development of Elementary School-Age Children at East Jakarta

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Abstract : Children's social-emotional development is indicated by maturity in their social interactions. Problems with the social and emotional development of primary school-age children can cause several obstacles, such as learning difficulties, difficulty seeking friends and socializing. Each phase of child development requires the role of parents to detect early and prevent delays in child development. Children raised with democratic parenting have good socialization skills because they develop in a family that always supports them with love, warmth, and harmonious communication. Objective: This study aims to analyze the relationship between parenting patterns and the social-emotional development of elementary school-age children in the East Jakarta Region. Methods: This study used a non-experimental correlational quantitative design with a cross-sectional approach. This research was conducted on April 24-26, 2024 at SD Negeri Ciracar 10 Pagi. The sample in this study amounted to 133 parents of students and data analysis using the chi-square test. Research Results: The results of the chi-square test of parenting patterns with children's social emotional development obtained a value of $p = 0.000$ ($p < 0.05$), it can be concluded that there is a significant relationship between parenting patterns and the social emotional development of elementary school children in the East Jakarta.

Keywords - *children's social emotional development, elementary school-age children, parenting patterns.*

I. INTRODUCTION

Growth is a process of increasing one's ability for the better or vice versa. Children grow optimally if the process is in accordance with their development stages and tasks. The aspects that develop rapidly in elementary school-age children are language, emotional, and social development (Anggraini and Kuswanto, 2019).

Children's socio-emotional development is characterized by maturity in social interactions that can be seen in the way children get along with their friends, children's adaptation to the environment, and children's adjustment to community norms (Arifin and Sabri, 2022). The World Health Organization (2018) reports that 5-25% of 23,979,000 children experience emotional development disorders (Hasanah et al., 2019). About 9% of children suffer from anxiety disorders, 11-15% are easily emotional, and 9-15% with behavioral disorders. The 2018 Indonesian Basic Health Research Report showed that the rate of emotional disorders in children in

Indonesia reached 9.8%. This number increased compared to the results in 2013 which amounted to 6.0% (Kemenkes RI, 2018).

Research conducted by Sari and Setiarsih (2021) in Bangkalan related to social problems in preschool children, out of 56 respondents, 48.2% reported good social development; 33.9% with sufficient social development; and 17.9% with poor social development. Another study in Surabaya in 2023 on the emotional development of preschool children reported that 78.9% of children experienced emotional deviations, and the rest were children with unstable emotions (Fanny et al., 2023).

Each stage of child development requires the role of parents and daily supervision. This is important for early detection and prevention of delays in child development (Mulyani, 2021). At the stage of social emotional development, not all children have the ability to develop well, on the contrary, children experience difficulties in their social emotional development due to negative influences from their family and social environment (Arifin and Sabri, 2022). This is similar to research conducted by Savitri (2022) in North Jakarta on parenting patterns in elementary school children, which showed that the majority of parenting patterns applied were 51.8% authoritarian parenting patterns with poor behavioral and emotional development of children, such as 38.5% with bad behavior problems, 34.2% with peer problems, 25% with bad emotional problems. The study found that democratic parenting is more cohesive and has less conflict, reducing the risk of children experiencing social and emotional problems, while parenting patterns that are less cohesive and high in conflict, such as authoritarian and permissive, have a higher risk of social and emotional problems in children.

Children's social development is related to their emotional development. Children will more easily interact socially with others if they are able to relate to others and generate positive emotions. According to preliminary studies conducted by researchers in East Jakarta, based on interviews with teachers and the results of researcher observations, there are several children who experience emotionally unstable problems, often fight with peers, and also children who are reluctant to socialize. Another phenomenon, currently many parents sometimes ignore the role of parents in educating, caring for, and supervising the growth and development of their children so that it is neglected and children experience deviations in their development.

Based on the description above, researchers are interested in conducting research on the relationship between parenting patterns and the social-emotional development of elementary school-age children in the East Jakarta Region.

II. METHODS

This type of research is non-experimental quantitative research with a cross sectional approach. The population of this study were parents of students in grades 1 - 5 at SD Negeri Ciracas 10 Pagi, East Jakarta. The research sample was 133 respondents and using disproportionate stratified random sampling technique. Inclusion criteria were parents who were willing to participate, children who lived with their parents, and cooperative parents. Exclusion criteria were parents who did not come during data collection and parents with children with special needs (down syndrome, autism, disability). The study was conducted in April 2024 at SD Negeri Ciracas 10 Pagi, East Jakarta.

There is a dependent variable, which is the social-emotional development of children, while the independent variable is parenting. In addition, there are other variables seen in this study, such as the characteristics of parents and children, including child age, child gender, child traumatic experience, parent occupation, and parent marital status. The data used is primary data collected through questionnaires. The questionnaire in this study consists of a parent and child characteristics questionnaire, a Parenting Styles and Dimensions Questionnaire, and a child's socio-emotional development questionnaire (Strengths and Difficulties Questionnaire). Data collection techniques were carried out by giving questionnaires directly to respondents according to the inclusion and exclusion criteria.

Univariate analysis was conducted to identify the characteristics of parents and children. bivariate analysis in this study used the Chi-Square test. This study has received a certificate of ethical feasibility from the ethics committee of the health research of the Poltekkes Kemenkes Jakarta III with ethical number No.LB.02.02/F.XIX.21/3290/2024.

III. RESULT AND DISCUSSION

Table 1 Frequency Distribution of Parent and Child Characteristics

Variable	Frequency (n)	Percentage (%)
Child's age		
6 – 9 year	41	30,8
10 – 12 year	92	69,2
Child's gender		
Male	77	57,9
Female	56	42,1
Child's traumatic experience		
None	118	88,7
Available	15	11,3
Parent's Job		
None	100	75,2
Available	33	24,8
Parent's marital status		
Not divorced	112	84,2
Divorced	21	15,8

The table above shows that most of the children in this study were aged 10-12 years, 69.2%. The percentage of children's gender did not significantly differ, with boys 57.9% and girls 42.1%. The majority of children in this study did not have traumatic experiences as much as 88.7%. 75.2% of children in this study were cared for by non-working mothers. A total of 24.8% of children with working mothers were cared for by non-working fathers. The number of non-divorced parents was more than divorced parents at 84.2%.

Based on the results of this study, it was reported that the respondents were mostly in the age of 10 - 12 years old. However, problems in social emotional development were experienced by children under 10 years old as much as 70.7%. This is in line with research conducted by Savitri (2022) in North Jakarta which shows that the majority of respondents who have social emotional development problems are experienced by children with younger ages. Based on Erikson's theory of psychosocial development, there are 8 stages of development that each individual goes through. At the age of 6-12 years, school children are in the stage of expanding their social area from the family environment to the school environment. Children also have great curiosity about their environment. Therefore, it is important for parents to develop the ability to work hard as well as the child's ability to socialize and avoid feelings of inferiority (Mokalu and Boangmanalu, 2021).

The highest gender proportion of children who experienced social-emotional development problems was male as much as 64.9%. This is accordance with the research of Windiastri dan Nurhaeni (2020) on mothers with pre-school children in Parakan Raya, Bogor, reporting that 52 boys (50.48%) had social emotional development problems.

Many social-emotional development problems were found in children who had traumatic experiences, as many as 93.3%. Traumatic experiences in this study include verbal, physical, and cyberbullying bullying and being ostracized by friends. This is aligned with research conducted by Nasution (2023) in Medan in the form of interviews, from 25 school children who experienced bullying behavior, it was reported that the types of bullying experienced by students included taunts, threats, insults, swearing loudly, slapping, hitting and kicking the victim. As a result, children who receive bullying behavior have a great trauma that has an impact on their social emotional development.

In this study, many social emotional development problems were found in children raised by working mothers, which amounted to 93.9%. This is because working mothers have less time to care for their children, so that mothers miss supervision and attention for optimal social emotional development of children. These findings are aligned with research conducted by Setyowati and Quyumi (2020) in Kediri which showed that children who were cared for by non-working mothers had good emotional development.

The highest number of children who experienced social-emotional development problems were children raised by divorced parents, which amounted to 90.5%. This finding is in accordance with observational research conducted by Dewi and Syalvida (2022) in Pangkalan Lampam Oki Village reported that children who are raised with divorced parents make children feel less attention and affection, so that children seek attention and affection from others and have bad emotions if they do not get what they want. In addition, because they see their parents who have separated, children will feel anxious, worried, and afraid of not being like other children.

Table 2 Frequency Distribution of Parenting and Children's Social Emotional Development

Variable	Frequency (n)	Percentage (%)
Parenting patterns		
Democratic	61	45,9
Authoritative Permissive	50	37,6
	22	16,5
Children's social emotional development		
Good	60	45,1
Moderate	38	28,6
Less	35	26,3

Parenting patterns in this study are divided into 3 types, they are democratic, permissive, and authoritative. Most parents at SD Negeri Ciracas 10 Pagi implement democratic parenting, which is 45.9%. The second most common parenting style implemented by parents to their children is authoritative parenting with a percentage of 37.6%. Another 16.5% reported applying permissive parenting to their children. This is similar to research in Azwi, Yenni and Oktavianis (2022) on parents of Al-Azhar Bukit Tinggi kindergarten students. The study showed that the most applied parenting pattern was democratic parenting with a percentage of 81.7%. The second most parenting pattern applied is authoritative parenting with a percentage of 11.7%. Meanwhile, the least parenting pattern applied by parents is permissive parenting with a percentage of 6.7%.

Researchers assume that parental supervision and attention to children for social emotional development is very important to achieve optimal development. Implementing the right parenting style is one of the important steps to achieve this development.

Children's social-emotional development in this study is classified into 3 categories, they are good, moderate, and less. Most children's social-emotional development was in the good category, which amounted to 45.1%. Children's social emotional development in the moderate category was 28.6 children. Meanwhile, there were 26.3% of children with less social emotional development. This study is aligned with research conducted in Surabaya on parents of Tunas Jepara kindergarten students which showed that the highest proportion of respondents had normal emotional development at 65.6%. In addition, the study reported that the emotional development of children in the borderline category was 31.3% and the abnormal category was 3.1% (Putri et al., 2023).

This study has different results from research by Wijirahayu (2020) on parents with children aged 3 - 5 years in Balumbang Village, Bogor City. The study reported that the highest risk of impaired social-emotional development was 70% and only 30% of children had normal development.

Researchers assume that more than some children at SD Negeri Ciracas 10 Pagi are children with good social-emotional development where children are able to show good social interactions with peers and teachers at school and with the environment around them. This condition is in accordance with social emotional development in school-age children, where children have begun to be able to develop interactions with others outside the family environment and develop trust. This condition is certainly supported by positive emotions in children.

Table 3 Relationship between Parent and Child Characteristics and Children's Social Emotional Development

Parent and Child Characteristics	Children's Social Emotional Development						P Value	OR (CI 95%)
	Less		Good		Total			
	n	%	n	%	n	%		
Child's age								
6 – 9 year	29	70,7	12	29,3	41	100	0,024	2,636 (1,2 – 5,8)
10 – 12 year	44	47,8	48	52,2	92	100		
Total	73	54,9	60	45,1	133	100		
Child's gender								
Male	50	64,9	27	35,1	77	100	0,011	2,657 (1,3 – 5,4)
Female	23	41,1	33	58,9	56	100		
Total	73	54,9	60	45,1	133	100		
Child's traumatic experience								
None	14	93,3	1	6,7	15	100	0,004	14 (1,8 – 110)
Available	59	50	59	50	118	100		
Total	73	54,9	60	45,1	133	100		
Parent's job								
None	31	93,9	2	6,1	33	100	0,000	21,405 (4,8 – 93,4)
Available	42	42	58	58	100	100		
Total	73	54,9	60	45,1	133	100		
Parent's marital status								
Divorced	19	90,5	2	9,5	21	100	0,001	10,204 (2,3 – 45,9)
Not divorced	54	48,2	58	51,8	112	100		
Total	73	54,9	60	45,1	133	100		

The results of the analysis showed that most children aged 6-9 years had poor social-emotional development as much as 70.7%. While the majority of children aged 10-12 years have good social emotional development as much as 52.2%. In the chi-square test, the p-value is 0.024 (p-value <0.05), so H_a is accepted, which means that there is a relationship between child age and children's social emotional development in the East Jakarta Region. The results of the analysis obtained an Odds Ratio (OR) value of 2,636, which means that children aged 6 - 9 years have a 2,6 times higher chance of having less social emotional development than children aged 10 - 12 years.

According to Surya et al., (2018), children aged 10-12 years belong to the high class category, where children already have the ability to focus attention and the ability to think more. Children begin to show leadership attitudes, begin to show self-appearance, honesty, and often have certain groups of friends or friends. Children can already express and control their emotions through imitation and habituation.

Aligned with research conducted by Wijirahayu (2020) on parents with children aged 3 - 5 years in Balumbang Village, Bogor City, a significant difference was found between younger children and older children.

Younger children tend to express their emotions freely and openly and do not yet feel responsible for their behavior. Whereas older children are able to manage the expression of emotions they encounter in a social environment and can respond back to other people's emotional expressions. Children are also able to control feelings of fear, anger, and sadness (Marsari et al., 2021).

Boys mostly had less social-emotional development at 64.9%. On the other side, the majority of girls had good social-emotional development, 58.9%. The chi-square test obtained a p-value of 0.011 (p-value <0.05), so H_a is accepted, which means that there is a relationship between child's gender and children's social emotional development in East Jakarta Regional.

This study is similar to research conducted by Savitri., et al (2022) on elementary school children in Penjaringan District, North Jakarta, which showed that 62.8% of boys and 37.2% of girls had behavioral and

emotional problems. Boys tend to have aggressive, destructive, and rebellious traits. Therefore, behavioral and emotional problems often occur in boys.

Another study conducted by Windiastri and Nurhaeni (2020) on pre-school children in Parakan Raya, Bogor, stated that as they get older, boys increase their social status by behaving more aggressively and being bolder to attract the attention of others. Whereas in girls, friendships between peers become stronger and more interesting.

The result obtained an Odds Ratio (OR) value of 2,657, which means that boys have a 2,6 times higher chance of having less social emotional development than girls. Girls tend to be easier to express internal emotions such as fear, shame, and sadness. While boys are easier to express external emotions such as anger, especially in negative situations, so that social emotional development problems are found more in boys.

Children who have traumatic experiences, 93.3% of them have less social emotional development. The results of the chi-square test obtained a p-value of 0.004 (p-value <0.05), then H_a is accepted, which means that there is a relationship between children's traumatic experiences and children's social emotional development in the East Jakarta Region.

This is in line with research conducted by Handayani (2022) on pre-school children in Seluma Regency, that there is an influence of bullying on children's social emotional development.

Another study conducted by Nasution (2023) on grade 5 students at Sekolah Dasar Swakarya Medan, showed that children who have traumatic experiences have an impact on decreased learning achievement and tend to be passive when communicating with others. In addition, there are changes in social attitudes such as excessive fear, seeking escape, feelings of trauma, and fear of meeting other people.

Bullying is a form of behavior that aims to harm others and cause suffering both physically and psychologically to weaker groups (Diyantini, Yanti and Lismawati, 2020). This research shows that children who have traumatic experiences are 14 times more at risk of experiencing social emotional development problems. As such, the lower the bullying behavior or getting bullying, the better the child's social emotional development, and vice versa, the higher the bullying behavior or getting bullying, the worse the child's social emotional development.

The majority of children who are parented by working mothers have less social-emotional development, as high as 93.9%. Based on the chi-square test, the p-value is 0.000 (p-value <0.05), then H_a is accepted, which means that there is a relationship between maternal employment and children's social emotional development in the East Jakarta Region. The results of the analysis obtained an Odds Ratio (OR) value of 21,4, which means that children with working mothers have a 21,4 times higher chance of having less social emotional development than children of mothers who do not work.

Children with working mothers in this study are cared for by fathers who do not work. The lack of supervision and attention to children from mothers who work all day outside the home affects the parenting patterns applied so that child development is neglected.

Mother's parenting is more important and dominant than father's parenting. This is because the mother is the one who accompanies the child more often from birth (Oktavia et al., 2023). Research conducted in Yogyakarta on parents of pre-school children showed that fathers' parenting patterns in developing empathetic attitudes such as caring, sharing, and volunteering were still lacking. This is due to inconsistent habituation factors, lack of role models, and lack of support (Khasanah and Fauziah, 2020).

Children raised by fathers tend to lack in instilling empathetic attitudes towards others due to inconsistent parenting patterns. Meanwhile, children raised by mothers tend to have a higher empathetic attitude because there is consistent habituation. So that mother's parenting has a stronger influence than father's parenting in children's social emotional development.

A total of 90.5% of children with divorced parents have less social emotional development. The results of the chi-square test obtained a p-value of 0.001 (p-value <0.05), then H_a is accepted, which means that there is a relationship between parental marital status and children's social emotional development in the East Jakarta Region.

The results of this study are aligned with research conducted by Desaila (2023) on children aged 4-6 years in Tuban Regency showing a significant relationship between parental divorce and children's social emotional development. The family is the first and most important social environment for children so it has the

greatest influence on child development. Children with divorced parents are likely not to receive complete love from both parents.

Another study conducted by Rahayu (2023) at SDN 2 Sokong showed that the impact of parental divorce resulted in a lack of parental affection, low motivation and learning achievement, low self-confidence and socialization skills, and low self-control. Stress experienced by children of divorce victims is caused by the emergence of strong conflicts with oneself, physical and mental health problems of parents, and loss of parental authority. The changes that occur in the family after parental divorce cause pressure for children and children find it difficult to undergo the changes that occur.

The results obtained an Odds Ratio (OR) value of 10,204, which means that children with divorced parents have a 10,2 times higher chance of having less social emotional development than children with parents who are not divorced. Problems that occur before or after divorce will affect children's social emotional development. The incompleteness of parents will cause a sense of lack of affection and result in excessive negative emotions in children such as inferiority, disappointment, frustration, anger, and aggressive behavior so that children will have difficulty socializing.

Table 4 The Relationship between Parenting Patterns and Children's Social Emotional Development

Parenting Patterns	Children's Social Emotional Development						P Value	OR (CI 95%)
	Less		Good		Total			
	n	%	n	%	n	%		
Poor parenting (Authoritative & Permissive)	64	88,9	8	11,1	72	100	0,000	46,222 (16,6 – 128,2)
Good parenting (Democratic)	9	14,8	52	85,2	61	100		
Total	73	54,9	60	45,1	133	100		

The results of the analysis show that the majority of children raised by poor parenting (authoritative & permissive) have poor social emotional development, which is 88.9%. The results of the chi-square test obtained a p-value of 0.000 (p-value <0.05), then H_a is accepted, which means that there is a relationship between parenting patterns and the social emotional development of elementary school children in East Jakarta. The results of the analysis obtained an Odds Ratio (OR) value of 46.222, which means that children with poor parenting (authoritative & permissive) have a 46.2 times higher chance of having poor social emotional development.

The results of this study showed that the majority of children who received good or democratic parenting patterns were very significant in having good social emotional development. Align with Putri's research (2023) which shows that there is a significant relationship between parenting patterns and children's social emotional development at Tunas Jepara Surabaya Kindergarten. Democratic parenting affects children's ability to socialize because children live with families who support them with continuous affection and harmonious communication. This attitude allows children to adapt well in society and undergo an optimal growth and development process.

Democratic parenting has an open relationship and good communication between parents and children, so that when communicating, the position between parents and children is equal and children will find it easier to socialize, make friends, and be more confident. Children are given responsible freedom to express their opinions, thoughts, feelings and desires so that children are better able to manage their emotions (Wati, 2020). In this study, good social-emotional development is indicated by children's pro-social behavior such as children are able to care about the feelings of others, like to share. Like to help, behave well, avoid fights, and easily make friends with their peers.

This study reported that the majority of children who received poor parenting (authoritarian & permissive) had poor social-emotional development or in the moderate - poor category. This is because parents

with authoritative parenting like to regulate every activity of their children, set unilateral rules that cannot be challenged, lack communication and do not want to respect children's opinions. In line with research conducted by Savitri, et al (2022) on elementary school children in Penjaringan District, North Jakarta, it shows that authoritative parenting where parents educate children by controlling every child's actions and giving a punishment if the child makes a mistake can create a poor social emotional development.

Another study conducted by Fanny, et al (2023) at Puskesmas Mulyorejo Surabaya City, parents who apply authoritative parenting show affection in a hard and firm way with the hope that children will be more disciplined and more organized for their future. With this kind of parenting, children become less confident, have difficulty socializing, and even tend to be less independent.

Parents who apply poor or authoritative parenting tend to become emotional and angry when children do things against their wishes. Children are often punished mentally and physically to keep them obedient and disciplined. This results in a loss of self-confidence, lack of self-control, and a lack of desire to socialize with their peers (Rumbarak and Airlanda, 2023). In this study, poor social-emotional development is indicated by children who have difficulty controlling their anger, like to lie, often fight, hyperactivity, and difficulty socializing.

Based on this study, it was found that a small proportion of children (11.1%) with permissive parenting had good social emotional development. In line with research conducted by Sari and Setiarsih (2021) at Tunas Jepara Surabaya Kindergarten, children with permissive parenting tend to have adequate social emotional development. Permissive parenting gives full freedom to their children to make their own decisions, giving rise to children's indifference to their parents. Parents with permissive parenting give their children freedom. If used properly, children will grow into individuals who are independent, creative, and able to actualize themselves. However, if it is not used well, then children will become less disciplined, unable to control themselves, and reluctant to explore.

This study shows that parenting patterns have a role in affecting social and emotional development, especially in elementary school-age children (6-12 years old). Researchers suggest that parents who apply democratic parenting have a greater chance of normal children's social-emotional development, while parents who apply authoritative and permissive parenting have a greater chance of causing problems in children's social-emotional development.

IV. CONCLUSION

The results of research that was conducted at SD Negeri Ciracas 10 Pagi East Jakarta, the majority of children aged 10-12 years were 69.2%, male gender was 57.9%, children who did not have traumatic experiences were 88.7%, children with mothers who did not work were 75.2%, children with parents who were not divorced were 84.2%, children who were raised with democratic parenting were 45.9%, and children with good social emotional development were 45.1%. The results show that there is a relationship between parenting patterns and children's social emotional development in the East Jakarta Region ($p=0.000$), with the majority of children who get democratic parenting having good social emotional development. There are other factors associated with children's socio-emotional development such as child's age, child's gender, child's traumatic experience, parents' occupation, and parents' marital status

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