
PARENTING IN MOTOR DEVELOPMENT OF PRE-SCHOOL CHILDREN

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ABSTRACT

Children are the nation's next generation whose growth and development must be considered. Various parenting styles are carried out so that the child grows up perfectly. Early detection of child development and development in Indonesia has not been carried out routinely in preschool children and the Simpang Tiga Community Health Center. Screening is carried out if irregularities are found. There has never been any research on parenting styles in preschool children. This study aims to determine the effect of parenting on fine and gross motoric development in preschool children. The research method used was an observational study with a cross-sectional design at the Simpang Tiga Public Health Center, Pekanbaru city, Riau Province from July to August 2020 to 91 parents who had preschool children (3-6 years) by cluster sampling. Data were analyzed using the Chi-Square Test. The results of the research on democratic parenting towards fine and bad motor development were 76.9% and 11%, Permissive 3.3% and 6.6%, and Authoritarian 1.1% and 1.1%, respectively with $p = 0.001$. Democratic parenting patterns for good and bad gross motoric development were 82.4% and 5.5%, Permissive 5.5% and 4.4% and Authoritarian 2.2% and 0% with $p = 0.000$. There is a relationship between parenting and fine and gross motoric development in pre-school children. Other variables (age, education, number of children) did not affect fine motor and gross motor development ($p > 0.05$) but work affected fine motor and gross motor development ($p < 0.05$). Parenting affects the motor development of pre-school children.

Keywords : Parenting Pattern; Motor Development; Preschooler

INTRODUCTION

Children are the greatest gift for family, religion, nation, and country. In the life of the nation and state, children are the successor of the ideals for the progress of a nation. According to The Ministry Of Women's and empowerment and child protection (2019), meeting the needs of children will form a quality human being. If not, it is feared that it

will reduce the quality of life of children and cause problems for family, community, and state life. One of the needs that must be met is proper parenting.

Parenting is a way of caring for, fostering, and educating children at home which is an obligation for every parent to shape the child's personality (Đurišić & Bunijevac, 2017). However, in parenting,

coaching, and education many problems can cause difficulties in childcare. Each type of parenting has its advantages and disadvantages, so not all parents are comfortable implementing parenting styles that are considered good by others (Suharsono et al., 2017).

According to (Kemenkes RI, 2018), mother's parenting must pay attention to the needs and abilities of children differently from each person. Maternal parenting problems effect the development of unhealthy children. Approximately 50% of children in the world whose health development and behavior are not as expected because of the applied parenting styles.

According to Joseph and John's Research in India, the main cause of most mental health problems that arise in the future is related to parenting styles (Joseph & John, 2008).

Parenting patterns are important factor in children's development. The socio-emotional development of children is influenced by the type of parenting style used in the family. Parents should apply parenting patterns following their development. The choice of parenting dramatically affects children's social development (Nandy et al., 2020).

Preschoolers are children aged 3-6 years who have not gone to elementary school. At this age, children experience many developments, one of which is the form of fine motor development (Maghfuroh, 2020).

Indicators of successful child development are not only improving the health status of children, but are also influenced by internal and external factors (Kemenkes RI, 2016), such as child nutrition, sexual education (Yuningsih et al., 2019), parenting (Potensi et al., n.d.), etc. Pre-school age children provide broad opportunities for children for their social skills. At this time the

child begins to see another world outside the homeworld.

The Development Index for children in Indonesia aged 36-59 months is 88.3% lower than Thailand and higher than Vietna m and Kazakhstan (Kemenkes RI, 2018). According to Ministry of Health (2014), the number of toddlers from 0-2 years old in Indonesia is 14,228,917, while children under 4 years are 19,388,791. About 16% of children under five years of age (toddlers) in Indonesia experience neurological and brain development disorders ranging from mild to severe.

Approximately 5 - 10% of children are estimated to experience developmental delays, but the causes of general developmental delays are not known with certainty, and it is estimated that 1 - 3%, especially in children under 5 years of age in Indonesia, experience general developmental delays which include motor, language, socio-emotional development. and cognitive (Kemenkes RI, 2014).

The proportion of children under five with monitoring for the last 6 months in Riau Province in 2013 was 23.2%. Children aged 6 to 59 months who experienced developmental problems in last 6 months were 52.2%. The highest percentage of children with developmental disorders was found in Indragiri Hilir Regency, counted for 67.6% and the lowest in Pekanbaru, counted for 35.2% (Afriansyah et al., 2013).

According to health services at Riau province in 2013, the percentage of services in monitoring children's growth and development was still low, 65.37%, far from the target of 86%. The Simpang Tiga Community Health Center has conducted monitoring to detect irregularities in motor development early with a united service center activities every month, but these activities are still focused on seeing children's growth. If there are cases of developmental

delays, then they are referred to the Public health center.

The number of kindergartens spread across the Simpang Tiga Public Health Center, Pekanbaru City is 22 kindergartens, with 1281 students in 2017-2018. The results of interviews with holders of the Stimulation, Detection and Early Development and Development (SDIDTK) program for children at the Simpang Tiga Public Health Center, Pekanbaru City said that monitoring was carried out every month for students in kindergarten, but it was more about speed delay and severe developmental disruption of development. To see the parenting style of kindergarten children has never been done.

Based on the above background, the researches are interested in conducting research on parenting styles of motor development in pre-school children.

METHODS

The research design was quantitative with an observational study (non-experimental) with a cross-sectional approach. The population in this study were all parents and pre-school children (3-6 years) in the Simpang Tiga Public Health Center, Pekanbaru City. The research sample consisted of 91 parents who had pre-school children (3-6 years) in the Simpang Tiga Public Health Center.

The sampling technique used was probability sampling in the form of cluster sampling. The selected sample has the

criteria of parents who have pre-school children (3-6 years), physically and psychologically healthy, children who are in the care of a biological mother/father, and willing to be respondents. Data were collected door-to-door according to the specified criteria.

The Independent variable is the parenting style assessed by Constructs Scoring Key with research instrument using Parenting Styles and Dimensions Questionnaire - Short Form (PSDQ) with 32 item (Robinson, Mendlleco and Craigh, Hart, 2001). This instrument using standard instrument that shows parenting patterns used by parents such as authoritative, authoritarian and permissive.

The dependent variable is the motor development of pre-school children using the Developmental Pre-Screening Questionnaire (KPSP) instrument. KPSP using a standard instrument from the Ministry of Health of the Republic of Indonesia. Data analysis was assisted by using SPSS version 24. Univariate and bivariate data analysis used the Chi-Square test.

RESULTS AND DISCUSSION

RESULTS

The results of research from respondents in the work area of the Simpang Tiga Public Health Center, Pekanbaru City can be seen in the following table 1.

Table 1 . Respondent Characteristics Frequency Distribution

Characteristics	Category	N = 91	%
Mother's age	< 16 Years	1	1,1
	17-25 Years	8	8,8
	26-35 Years	46	50,5
	36-45 Years	35	38,5
	> 45 Years	1	1,1

(261-271)

Children's age	3 Years	14	15,4
	3,5 Years	13	14,3
	4 Years	17	18,7
	4,5 Years	6	6,6
	5 Years	17	18,7
	5,5 Years	3	3,3
	6 Years	21	23,1
Education	Low (< Senior High School)	18	19,8
	High (≥Senior High School)	73	80,2
Profession	Not working	67	73,6
	Workers	24	26,4
The number of children	1 child	14	15,4
	2 children	35	38,5
	3 children	24	26,4
	4 children	10	11
	5 children	3	3,3
	6 children	5	5,5
Parenting	Democratic	80	87,9
	Authoritarian	2	2,2
	Permissive	9	9,9
Fine Motoric	Not Good	17	18,7
	Good	74	81,3
Gross Motoric	Not Good	9	9,9
	Good	82	90,1

Based on Table 1, it can be seen that the majority of mothers were 26 - 35 years old (55.5%), 6 years old (23.1%). Higher Education (≥Senior High School) 80.2%, Not

working 73.6%, the number of children 2 people 38.5%, Democratic parenting 87.9%, Fine motoric good category 81.3% and gross motoric good category 90.1%.

Table 2. Parenting in Fine and Gross Motor Development

Variable	Category	Motor Development		Total	p-value
		Bad	Good		
Parenting with fine motor development	Democratic	11	76.9	87.9	0.001
	Authoritarian	1.1	1.1	2.2	
	Permissive	6.6	3.3	9.9	
Parenting with Gross Motor Development	Democratic	5.5	82.4	87.9	0.000
	Authoritarian	0	2.2	2.2	
	Permissive	4.4	5.5	9.9	

Based on table 2 it can be seen that the democratic parenting style with fine motoric development in good categories is 76.9% more than in bad categories, 11%. Meanwhile, for democratic parenting with

gross motoric development, good categories were 82.4% more than bad categories, 5.5%.

The results of the Chi-Square test obtained a p-value of 0.001 <0.05, so it can be interpreted that there is a relationship

between parenting styles and motor development of pre-school children in the Simpang Tiga Health Center, Pekanbaru City.

DISCUSSION

Parenting style is how parents treat their children. The interaction between parents and children is influenced by the time they spend together. Parenting is a pattern of behavior used by parents to relate to children. The role and responsibility of parents in applying discipline to children is not an easy job, sometimes parents experience obstacles and difficulties in child care so that the pattern of care instilled in each family is different from other families depending on the views of each parent (Mukti, 2017).

The recommended parenting style is democratic parenting. Democratic parenting (authoritative) is a combination of permissive and authoritarian parenting to balance thoughts, attitudes, and actions between children and parents. Both parents and children have the same opportunity to convey an idea, idea, or opinion to reach a decision. (Dariyo, 2017).

According to researchers, proper parenting will allow children to experiment on their own so that they come up with ideas and creativity, maximizing children's motor development according to their age. Parenting style can be influenced by various factors, one of which is the age of the parents, level of education, number of children, etc.

Table 1 shows that the age of the parents is mostly between the ages of 26 - 35 years as many as 46 (50.6%). This age is categorized as early adulthood. In early adulthood, a person enters a situation between a sense of togetherness while overcoming the loss of identity and entering the level of nurturing and maintaining what one has which will affect the pattern of parenting for children (Krisdiyanto et al., 2013).

Early adulthood is the peak period of an individual's development, early adulthood is a transition period from adolescence which is still having fun with life. In early adulthood, individuals will encounter many problems in life and these problems must be resolved properly.

Early adulthood are: choosing a life partner, achieving social roles, being responsible, achieving emotional independence, learning to build a home life with a life partner, raising children, and being a good citizen (Putri, 2019).

The older a person should be following his knowledge, the wiser he is in the application of parenting knowledge. Because a lot of experience is gained from anywhere.

Based on the characteristics of respondents, seen from the education level, the majority of respondents with high education (\geq Senior High School) were 73 respondents (82.2%). This shows that the educational background of parents can influence the mindset of parents in acting as well as in providing parenting patterns to children.

Education here is seen from formal education. Every parent always wants the best for their child, so they have certain behaviors in the care of their children. Higher education can allow parents to gain knowledge and information from outside, especially about how to organize and raise good children, maintain children's health, education, and some.

Parents who have received higher education and attended courses in parenting use authoritative/democratic parenting techniques more than parents who do not receive education and training in childcare (Adawiah, 2017).

Based on the results of the study, the majority of respondents did not work or as housewives mounted to 67 (73.6%), while those who worked were 24 (26.4%). This shows that the work of parents also affects the

process of parenting and communication between parents and children. This is because the mother is the first parent to teach the child to interact so that the child understands how to interact with other people using language (Sari et al., 2019).

Working parents will focus on the demands of the job so that time for childcare is reduced, resulting in not an optimal stimulus for children. Based on the results of the study, the majority of respondents did not work or were housewives who allowed a lot of time with their children.

Mothers who do not work have more free time to be able to teach their children, including training in gross and fine motor development such as playing ball, jumping, etc. then working mothers.

In table 1 it can be seen that most of the number of children amounted to 2 people, amounting to 35 (38.5%), and at least 3 (3.3%). The number of children is related to experience in parenting. Parents who have more than 1 child will usually have more experience than parents who have 1 child. Parents' attention to one or two children is certainly very different from that of families with many children. Likewise, if the family has a low economy. Parents' attention to one or two children is certainly very different when compared to families that have many children. (Adawiah, 2017)

Likewise attention to gross motoric development and fine motor skills of children. Children who are given attention in the form of play will have the means to develop. According to (Wardhani et al., 2020), play therapy is also a means for children to develop, as well as detectors for child development because children have excess energy that can help children develop a sense of self-esteem.

Besides, in table 1 it can be seen that fine motor development, most of the fine motoric development in the good category

amounted to 74 (81.3%) and the bad category was 17 (18.7%).

In theory, motor development is the beginning of intelligence and social emotions in children. Fine motor development is a movement that involves only certain body parts and is carried out by small muscles but requires careful coordination (Indrasari, 2016).

If the fine motor development is good, it is hoped that the child will grow normally. Fine motor development will be optimal provided stimulation is given appropriate according to the stage of development. Children who receive targeted and regular stimulation develop faster than children who do not receive stimulation (Zukhra et al., 2018). In KPSP, the development of fine motor skills includes compiling cubes, scribbling paper, etc. In the study, only about 17 pre-school age children had not seen they are fine motor skills at the time of the study, this could be because the study time was only one measurement.

For the gross motoric development variable, most of the respondents in the Good category were 82 respondents (90.1%). This was proven at the time of the research, the majority of pre-school children were able to do things such as standing on one leg, jumping paper, catching the ball, only 9 pre-school children were unable to carry out directions according to the KPSP guidelines. Of the 9 pre-school children, generally, they cannot pedal a bicycle while walking on their heels, jumping and catching the ball are generally at the normal stage. Thus children are more trained in the need for exercise in order to train big muscles for the better.

Children who achieve normal gross motor development are even more advanced, then the child has confidence and confidence that they can do this. On the other hand, children with gross motor development experience delays or delays and caution due

to the fact that the child is afraid and unsure of what to do (Munir et al., 2019).

Parenting Patterns in Pre-School Children's Motoric Development

Based on table 2 shows the results of the research of 80 respondents whose parenting style is democratic with fine motoric development in good categories, 76.9% more than 11% were not good. The results of the cross-tabulation of the Chi-Square test results show a p-value of 0.001 so that it can be interpreted that there is a significant relationship between parenting styles and the fine motoric development of pre-school children in the working area of the Simpang Tiga Community Health Center, Pekanbaru City.

From the results of the study, it can be seen that the dominant parenting style is the parenting style of democratic parents who have a tendency for good motor development even though there are some children with poor motoric development. This characteristic of parenting is very appropriate for pre-school age children who are supported by parental education \geq Senior High School.

This research is in line with the results of research Diana (2019), which shows that mothers who apply dominant democratic parenting, most of their children have advance fine motor development (Diana, 2019). A research Munir et al., (2019) shows that there is a relationship between parenting styles in stimulating fine motor development. Children who are raised and nurtured in democratic parenting can undoubtedly grow and develop well. The potential of the child can be developed optimally.

Democratic parenting encourages children to be independent, but parents must still set boundaries and control. Parents are usually warm and compassionate towards children, can accept the reasons for all

children's actions, support children's constructive actions (Dinarti, 2010).

Democratic parenting show good moral behavior in accordance with expectations. Parents provide opportunities for dialogue and pay attention to and respect children's rights. In giving restrictions to children, always accompany an explanation that is understood by the child (Handayani et al., 2017).

A democratic parenting style where fine motoric development is achieved by children will be normal and even more advanced because children are given the opportunity to practice and learn to be skilled and more creative according to the child's abilities. Fine motor development in the good category can be caused by the lack of opportunities for children to practice. The need for direction from parents to provide opportunities for children to try and practice according to their development stage.

The results of the study in table 2 show that the parenting style of permissive parents is more likely for their children to experience fine motoric development in the bad category, counting to 6 out of 9 respondents. This shows that permissive parenting makes children unable to channel their fine motoric development according to their developmental stage due to the absence of parental rules.

Children who tend to regulate all their own thoughts and actions are unable to use their opportunities optimally due to the absence of values, norms, and rules that are applied by their parents. Permissive parenting is also a behavior that minimizes moral ethics in children (Dariyo, 2017).

Based on table 2, the research results obtained from 80 respondents whose parenting style was democratic, tended to experience gross motoric development in the good category, amounting to 75 respondents (82.4%) more than the bad category, amounting to 5 respondents (5.5%).

Meanwhile, the chi-square test results obtained a p-value of 0.000, which means that there is a relationship between parenting style and gross motoric development of pre-school children in the working area of Simpang Tiga Public Health Center, Pekanbaru City. This shows when parents with democratic parenting provide guidance and rules so that gross motor development will be honed according to the stage of its development.

In theory, gross motor development is a body movement that uses large or most or all parts of the body that are influenced by the maturity of the child himself. Such as the ability to sit, kick, run, go up and downstairs, and some (Zukhra et al., 2018). If the parenting style given by parents is wrong, it will have an impact on the child's own personality, including motor development. If a family adopts democratic parenting, it will create a friendly environment full of love and support. Democratic parenting is a parenting style that provides an explanation for why the rules are applied consistently, involves children in making decisions, and provides opportunities for children to behave according to their age (Harianti & Amin, 2016).

There is a relationship between parenting styles and motor development in children. Parenting is very important in the child's development process to minimize the occurrence of inappropriate child development. Because with good parenting, the child's development will also be good (Malik et al., 2017).

The role and responsibility of parents in applying discipline to children is not an easy job, sometimes parents experience obstacles and difficulties in child care so that the pattern of care instilled in each family is different from other families depending on the views of each parent (Mukti, 2017).

The results of this study were 2.2% more of authoritarian parenting style with

gross motor development in good categories than in bad categories. This shows that authoritarian parenting also makes children's development according to their stages, even though in theory, authoritarian parenting is a parenting pattern where all words, words, and rules must be obeyed by children. Psychologically authoritarian parenting can make children personally argue, rebellious, and dare to go against the current against social environment (Dariyo, 2017).

Likewise, with permissive parenting, based on the results of the study, it was found that permissive parenting tended to be bad category gross motor development, 4.4% almost equal to motor development in the good category of 5.5%. So it can be said that permissive parenting gives children the opportunity to self-regulate as they want it can have an effect on gross motor development, both good and bad. So the need for the role of parents in directing children so that their development is optimal.

This research shows that permissive parenting has little control over their children's behavior, the rules may be unclear and inconsistent. Parents who apply this parenting tend to indulge and obey the wishes of their children which have a negative impact on making children less confident (Arnis, 2018).

The results showed that from the answers of respondents whose parents' parenting style was permissive, generally they used threats to punish children but this was not really done, it just made children afraid and followed the rules. Meanwhile, allowing children to do something that can endanger and harm themselves is generally never done. So that children have no control over the right rules and wrong rules.

Basically, there is no right and wrong parenting for children. The right parenting style is to adapt to the situation and abilities of the child. Every parent has his own characteristics in caring for his child, so other

people do not have the right to say whether it is right or wrong. However, there is still the right way to optimize the development that occurs in children according to the stage of development.

CONCLUSION

The results showed that there was a significant relationship between parenting styles on fine motor development and gross motoric development in pre-school children in the Simpang Tiga Health Center, Pekanbaru City. The dominant parenting style used by parents is democratic. Thus it can be concluded that Democratic parenting will affect the fine and gross motoric development of both categories.

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The authors declare that they have no conflict of interest.

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