



THE ROLE OF PARENTING STYLE IN FORMING INDEPENDENCE IN PRESCHOOL AGE CHILDREN

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Abstract

An independent attitude is part of a child's behavior that must be developed from an early age as a foundation for future life skills. Early age is the right time to develop all aspects of development because children experience a process of growing and developing rapidly. Family is the first social environment that individuals encounter since they are born into the world. The aim of this research is to find out the role of parenting style in forming children's independence in the classroom and outside. The method used in this research is a literature review using the technique of collecting data from written sources and other documents to analyze and compile existing information. This is a way to gain a better understanding of a topic without conducting experiments or collecting primary data. This research explores the role of parenting style in the formation of independence in pre-school children. The main aim of the research is to understand the impact of parental parenting style on the development of children's independence at pre-school age. An authoritative parenting style is associated with increased independence, while an authoritarian parenting style tends to inhibit the development of independence. Factors such as open communication, assigning responsibility, and providing emotional support emerge as important elements in building children's independence. This research provides in-depth insight into the important role of parents in shaping the independence of pre-school aged children and highlights practical implications for effective parenting approaches. By understanding the impact of parenting styles, we can develop better educational and family support strategies to facilitate the positive development of children in achieving their independence. This study has the potential to contribute to theoretical and practical understanding in the context of pre-school child development.

Keywords : Parenting style, independent attitude and students

Introduction

Today's lifestyle demands force mothers and fathers to work outside the home. Child care is handed over to a third party, namely the baby-sitter or grandparents. Of course, the form of love given is different if raised by parents. An excessive protective and serving attitude will hinder the growth of discipline and independence in children. Caregivers or grandparents tend to pamper and obey children's wishes for reasons of pity or not wanting to be bothered, because educating children to be independent requires patience and practice. Nowadays, more and more women have a high level of education, encouraging them not only to work at home, but to pursue careers as professionals outside the home. Of course, this is not just to achieve self-actualization, but economic needs due to changes in lifestyle are also the reason why many mothers work today. One of the mother's roles is to make children independent, which means increasing the child's ability to meet their needs on their own or with a little guidance from parents, family members or others (Lie, Anita & Sarah, 2004). Independence is not a skill that appears suddenly, but needs to be taught to children. Without being taught, children do not know how to help

themselves. This ability to help oneself is what is meant by independence (Nakita, 2005). The mother's role in implementing parenting styles for children is something that influences the child's daily attitudes. Apart from that, in everyday life a mother also wants to actualize herself through working outside the home and mothers who work outside the home must be good at managing time for the family because in general a mother's main task is to manage household affairs (Handayani, R 2004). Many parents don't understand how to be parents. There are no schools or courses that teach how to be a parent. They become parents naturally. Seeing such a complex problem, it is necessary to have knowledge and understanding of appropriate parenting patterns so that they understand the function and role of successful parents in educating children.

Research Methodology

This article uses the literature review research method, which is a research method carried out by identifying, evaluating, and interpreting all relevant research results related to certain research questions, certain topics, or phenomena of concern. A literature review contains reviews and summaries of several library sources on the topic discussed. This method can be carried out with a quantitative or qualitative approach, and the results must be relevant, up-to-date and adequate. Population of this study is a family with the criteria of a working mother who has pre-school age children. Parenting has a crucial role in forming the independence of pre-school children. Through supportive parenting, children learn to make decisions, develop social skills, and build self-confidence. Parenting has a crucial role in forming the independence of pre-school children. Through supportive parenting, children learn to make decisions, develop social skills, and build self-confidence. Method of searching for articles in research journal databases and searching via the internet. The database search used was Google Scholar

Result & Discussion

Various Parenting Patterns

In raising children there are various patterns as follows: (1) Conditional parenting, also known as conditional love, means that children must get it by acting in ways that we deem appropriate, or doing things according to our standards (2) Unconditional parenting or unconditional love, that is, this love does not depend on how they act, whether they succeed or behave well or anything else. Parenting and educating are the biggest and toughest challenges for parents. This is also a noble task that God has given to parents. It is not enough for parents to fulfill their daily needs for the survival of their children. Children need deeper attention and more intensive management, both through formal education (school) and non-formal education (family). Through this educational facility, parents can influence the formation of their child's personality and the character they will carry into adulthood. 10 out of 30 parents prefer to raise children with conditional care where children must act in accordance with what their parents have determined. In this case, it is difficult for children to make their own decisions because everything faced by these children are options that they must or are obliged to follow because these things have been determined from the beginning. However, 20 out of 30 parents choose to raise their children using a parenting style. unconditional. Where children are faced with the freedom to choose in front of them, but parents will direct and provide input to children. So that children have freedom to act and behave. In this parenting style, when children are faced with an obstacle in front of them and they have to make their own decisions and without supervision, this can also result in something that has a big impact on the child's behavior. Therefore, in this parenting pattern, parental supervision must remain

Parenting Style for Children.

There are four different parenting styles that parents usually apply to their children, namely permissive, authoritative, authoritarian and uninvolved parenting. Here's the explanation: (1) Permissive Parenting Pattern Permissive parenting can be called a tolerant or patient parenting style. The characteristics of this parenting style are having several rules or standards of behavior, rules can be inconsistent, don't expect too much from children, and continue to care for and love children. The effect of this parenting style is that children will lack self-discipline, have poor social skills, will be very demanding and insecure. 5 out of 30 parents use this parenting style. This has a very significant impact on children's independence. Where the child is still very dependent on the parents so the child cannot determine what the child should do. Therefore, the majority of children whose parents use this parenting style cannot make choices and always ask their teachers or companions about what to do (2) Authoritative Parenting Style This parenting style is also known as democratic parenting, where parents and children always talk together to find a solution for both parties. This type of parenting encourages children to have the courage to express opinions and be confident. Children feel valued, because parents are open to listening to their children's opinions. This also strengthens the relationship between children and parents. Parents can also

encourage children to be disciplined and independent, and educate children how to make the best choices. Many studies say that the authoritative type of parenting is the best to apply to children. 15 out of 30 children where parents will work together with the child to achieve common goals. In this case, parents and parents do not demand each other but rather complement each other so that a solution or target can be achieved. So most children with this parenting style have a very high level of independence and initiative (3) Authoritarian Parenting Style This parenting style is characterized by rigid parental rules and high expectations for children to follow unconditionally. The characteristics of this parenting style are generally that parents have strict rules, are very demanding but unresponsive, and do not give children choices. Be careful, the effects of this parenting style can make children have more aggressive behavior outside the home, experience difficulties in social situations, and be less confident around other people. In fact, children who are exposed to this type of parenting style are at risk of not doing well in school. Also read: Parenting styles so that children grow up happy. 10 out of 30 parents choose to use this parenting style where parents have complete control over the child's life. This is caused by parents' great desire to make their children successful, but this pressure makes children afraid to make decisions because they are afraid of being scolded or punished (4) Uninvolved Parenting Uninvolved parenting or inattentive parenting is the most dangerous parenting style. In this parenting style, parents neglect and do not meet their children's needs, both physical and psychological. Parents hope that children can raise themselves. Parents with this parenting style tend to have little or no knowledge of what their children do or want. Most of these cases occur due to parents' mental health conditions or substance abuse. Children who are exposed to this kind of parenting style certainly do not feel happy in their lives, tend not to perform well in academics, and lack self-confidence.

Independence of preschool children (early age)

Independence is an important ability in a person's life that needs to be trained from an early age. According to Gracina (2004) independence is the ability to live life without dependence on other people. Can carry out daily activities, make decisions, and solve problems. By relying on their own abilities, each child needs to be trained to develop independence according to their capacity and stage of development. In practical terms, independence according to Dowling (2005) is a child's ability to think and do things by themselves to meet their needs so that they no longer depend on other people but can become individuals who can stand on their own. Another definition according to Sulistyorini et al, independence can be defined as the ability to think, feel and do something on your own or not depend on other people. According to Einon (2006), early childhood independence is the child's ability to care for himself, such as eating, dressing, going to the toilet and bathing. Independence is an attitude that is acquired cumulatively through the processes a person experiences in their development. Where in the process towards independence, individuals learn to deal with various situations in their environment until they are able to think and take good action in overcoming each situation (Mutadin, Zainun). Erikson (1968), like Mahler, believes that independence is very important in the first two years of a child's life. Erikson described this second stage of development as the stage of autonomy vs. shame and doubt. Children's autonomy is built through mental development and motor skills. When caregivers are impatient and do what the child is actually capable of doing on their own, what develops is shame and doubt. Erikson also believed that the stages of autonomy vs. shame and doubt have important implications in the development of a child's independence and identity during adolescence. The development of autonomy during the early years gives adolescents the courage to become independent individuals who can make choices and lead their own future (Santrock John W. 1997). Independence is a person's ability not to depend on or not need help from others in caring for themselves physically (eating themselves without being fed, dressing themselves without help, bathing and defecating and urinating themselves), in making emotional decisions, and in interacting. with other people socially. Early childhood independence is part of the developmental process that is expected to occur in order to move towards maturity

Formation of Independent Behavior

Children begin to develop self-recognition when they learn to differentiate themselves from other people. At an early age, a baby is aware of his own image which is coordinated with the image he sees through the behavior of touching his own body. A child's independence is central to a child's life. The theories of Margaret Mahler and Erik Erikson have important implications for self-development and independence. Mahler (1979) believes that children will separate and then experience an individuation process. Separation involves the child moving away from the mother and individuation involves self-development. Erikson also emphasized the child's sense of independence by calling it initiative. Meanwhile, Albert Bandura emphasized the growth of children's self-efficacy or the ability to do things themselves effectively. Bandura sees self-afficacy as the result of repetition of experiences that have been mastered. Greater self-confidence is supported by a number of capacities possessed by 3 – 4 year olds, namely: (1)

Children at this age have gross motor skills such as climbing and using objects as they wish (2) Preschool children have language and other cognitive skills that allow them to think and plan in ways they couldn't when they were 2 years old. (3) Problem-solving skills develop as the ability to handle frustration develops. This ability is an important basis for early childhood towards independence (Tassoni 2002).

Factors affecting the independence of preschool children (early age)

According to Soetjningsih, factors that influence the level of independence of preschool children are divided into two factors, namely internal and external.

1. Internal factors are factors that exist within the child himself, including emotions and intellectuals
 - a. Emotions: children's ability to control their emotions and not experience obstacles in their emotional needs
 - b. Intellectual: children's ability to face problems
2. External factors are factors that come from outside the child himself.
 - a. The environment is a supporting factor in achieving a child's level of independence. Children need to have the freedom to move and explore themselves, study the environment.
 - b. Social characteristics can influence children's independence, for example the level of independence of children from poor families is different from that of children from rich families.
 - c. Stimulus, children who receive directed and regular stimulus will become independent more quickly than children who do not receive stimulus
 - d. Parenting style, children can be independent if given opportunities, support and the role of parents as caregivers
 - e. Love and affection given naturally. Because if a child is pampered or loves the child too much it will make the child less independent
 - f. The quality of information between children and parents, two-way interactions between children and parents that can run smoothly will influence children's independence
 - g. Parental education, parents who have good education will be able to receive information from outside, especially how to make their children independent
 - h. The mother's employment status, the mother's employment status influences the child's level of independence, if the mother works at home she cannot see her child's development, whether the child is independent or not. Meanwhile, mothers who do not work outside the home can see firsthand the independence of their children and can make their children independent.

Meeting the growth and development needs of the preschool age period

Biomedical physical needs (foster care). Includes food, namely nutritional needs, basic health care such as breastfeeding, immunization, regular and periodic weighing, clothing, shelter, body and environmental hygiene, medication, exercise, physical fitness and recreation. Efforts to fulfill biomedical physical needs can be done through health services: (1) Children need to have their health monitored/checked regularly. Children are weighed at least 8 times a year and SDIDTK is carried out at least 2 times a year. (2) Giving high dose vitamin A capsules every February and August. (3) The aim of regular monitoring is to detect early and treat diseases and growth disorders, prevent disease and monitor children's growth and development (4) Children need to be given complete basic immunization to be protected from diseases that can be prevented by immunization (5) Includes cleanliness of food, drinks, air, clothes, homes, schools, playgrounds and transportation. (6) Children need to play, do physical activity and sleep because this can stimulate growth hormone, appetite, stimulate carbohydrate, fat and protein metabolism, stimulate muscle and bone growth. (7) Encourage parents to provide food intake to meet the needs for vitamin D, calcium and phosphorus. (8) Give praise when the child tries to do activities independently (9) Teach parents to carry out toilet training patiently and consistently (10) Children can eat food in greater quantities and with a variety. Emotional or affection needs (asih) as: (1) It is a close, harmonious and harmonious bond between mother and child, to ensure growth and development is necessary in the first years of a child's life to ensure the child's physical, mental and psychosocial growth and development are stable. (2) Providing a feeling of security + comfort, protected, cared for (interests, desires, opinions), given an example (not forced), helped, encouraged, appreciated, full of joy, correction (not threats/punishment) democratic parenting style.

Anticipatory Guidance for Preschool Age Children

Anticipatory guidance (or preventive counseling) is advice given by pediatric nurses to avoid problems that could occur in the future. Topics such as nutrition, injury prevention, behavior management, developmental

stimulation, sex education, and general health education may all be covered during each visit. The most frequent concerns included opinions for and against breastfeeding and circumcision, hospital policies regarding home care and the father's presence in the delivery room, ways to reduce sibling rivalry. (Schmitt, 2009). Anticipatory guidance focuses on promotive and preventive efforts in the form of health education, where individual needs at each stage of growth and development are different. The goal is to minimize problems that can be anticipated or prevented by parents or families. The following are tips for providing health education or anticipatory guidance.

1. Child Safety As your child becomes more independent and spends more time in the outside world, it's important for you and your child to know how to stay safe. Here are some tips to protect your children (CDC, 2019; Kyle, 2012; Taylor et al., 2011):

- a. Tell your child why it is important to be careful in traffic. Tell your child not to play in the street or chase stray balls. (Accidents are the leading cause of injury and death in preschool children, most commonly motorcycle accidents, drowning, burns, and poisoning)
- b. Be careful when letting your child ride his bicycle. Keep your child on the sidewalk and away from the road and always ask him to wear a helmet.
- c. Check outdoor play equipment, making sure there are no loose parts or sharp edges.
- d. Supervise your child at all times, especially when he is playing outside.
- e. Ensure safety in water. Teach your child to swim, but supervise him at all times when he is in or around water pools (including kiddie pools).
- f. Start swimming lessons and teach water safety.
- g. Teach your child how to be safe around strangers. (Children are at risk of harm from physical and sexual abuse and should be taught how to avoid situations that might increase such risk)
- h. Place your child in a forward-facing car seat with a safety belt until he or she reaches the highest height or weight limit permitted by the car seat manufacturer. Once your child outgrows a forward-facing car seat with a safety belt, it's time for him or her to travel in a booster seat, but still in the back seat of the vehicle. The National Highway Traffic Safety Administration has information about how to keep your child safe while driving a vehicle.
- i. Keep medicines and disinfectants out of reach of children.
- j. Use a safe electrical outlet
- k. Teach children how to go up and down stairs safely.
- l. Don't give hard snacks, small toys, or balloons.
- m. Use a safe car seat and bicycle helmet.
- n. Teach traffic safety
- o. Teach never to talk to strangers.
- p. Never leave children alone in public or unsupervised in the car.
- q. Teach about the dangers of fire, and how to save yourself if a fire occurs at home.
- r. The causes of accidents that cause the most deaths in children are the desire to explore the environment and pre-operational cognitive abilities which lead to the risk of preschool-aged children experiencing accidents.
- s. Children at this stage often act impulsively and cannot be expected to remember and follow all safety rules.

2. Water Safety

Five years old is the right time for a child to learn to swim. Children at this age are physically capable of doing activities and have the cognitive maturity to complete basic swimming and water safety tasks. Swimming programs should focus on proper swimming technique and safety measures

3. Home Security

Guns, matches, pools, bicycle rides, and poisons are potential sources of injury in preschool children. The percentage of nonfatal injuries was highest among preschool-age children. In this age group, motor vehicle accidents are the most fatal cause of injury, next is drowning. Most injuries also occur in or around the home, including burns and poisoning (Centers for Disease Control, 2006)

4. Preventing Children from Becoming Passive Smokers

A passive smoker is someone who inhales the smoke exhaled by someone who is smoking. We need to know that cigarette smoke contains more than 7,000 chemicals. Hundreds of toxic substances and around 70 of these toxic substances can cause cancer. Secondhand smoke causes many health problems in children, including more frequent and severe asthma attacks, respiratory infections, and ear infections.

Secondhand smoke can cause serious health problems in children. Various research results show that children whose parents smoke experience illness more often. Their lungs grew less than children who did not inhale cigarette smoke, and they experienced more bronchitis and pneumonia.

5. Prevent Injury

Did you know that injuries are the leading cause of death in children under 4 years of age in the United States? Most of these injuries are preventable. Often, injuries occur because parents don't know what their children can do. Children learn quickly, and before you know it, your child will be jumping, running, riding a tricycle, and using all kinds of tools. Your child is at risk of injury due to falls, drowning, poisoning, burning, and being hit by a car, your child does not understand what dangers are when playing or exploring

6. Promotes Health And Prevents Disease

- a. If your child swallows lead or is poisoned, take the child to a health service for a proper examination. (Lead poisoning in toddlers causes damage to brain function)
- b. Give your child immunizations. (Teach and encourage parents to comply with the recommended immunization schedule and Nurses should encourage parents to have children immunized and to maintain current immunization records)
- c. Do an eye exam.
- d. Check the child's hearing function.
- e. Preschool-aged children are often afraid of dental care and hospitals. Avoid hospitalization of children if possible, prepare children before undergoing treatment in hospital. (Preschoolers see going to the dentist or medical procedures as punishment.)
- f. Parents must set a good example, be honest with their children.
- g. Preparation for the procedure and hospitalization can help reduce fear and anxiety in children.
- h. Smart nurses can take advantage by making health education fun in order to promote health.

7. Caring for Children

Remember that your children will learn from what you do as well as what you say. Set a good example for your child, limit the amount of time your child spends watching television shows, YouTube, video games, etc. (Stark, 1997)

- a. Avoid television shows that contain elements of violence or sexual scenes.
- b. Read to your child.
- c. Take your child to a safe place where he can run.
- d. Enroll your child in the Early Childhood Education (PAUD) program
- e. Visit your own child's school or place of education and pay attention to how the teacher or caregiver interacts with the children.

8. Main Concepts of Child Development

- a. Preschool age children experience a slower growth rate and have a slimmer and thinner appearance compared to toddler age children.
- b. The main psychosocial task in the preschool age period is to develop a sense of initiative.
- c. Cognitive development changes from an egocentric approach to a more empathetic understanding of what is happening outside the child.
- d. Preschool-aged children acquire additional motor skills and display significant improvements in fine motor abilities.
- e. The cognitive and language skills that develop in the preschool age period help prepare children for success in school.

Internalizing Children's Values of Independence through Parenting Haris Maiza Putra

Parenting is the action of parents to be responsible, contribute as members of society, including what needs to be done when dealing with children's emotions such as crying, being aggressive, lying or showing insufficient competence in education (Theresya et al., 2018). Parenting is also defined as a way of trying to help children develop by nurturing, teaching and educating them so that they can become independent (Sofiani et al., 2020). The models for internalizing the value of children's independence through parenting that parents currently use in educating their children are Positive Parenting, Democratic Parenting, Permissive Parenting, Authoritarian Parenting, Negative Parenting, and Neglectful Parenting. Positive Parenting and Democratic Parenting are the best models for internalizing the value of independence in children. Bad parenting is one that pampers children too

much, or even parents who impose their desires on children. So the author can simplify the need to internalize the value of children's independence through appropriate parenting.

Parenting Patterns and the Role of Teachers in Children's Early Education

The role of teachers as educational stakeholders, teachers have an important responsibility in supporting the development of students. Teachers can apply an understanding of developmental theories such as Piaget's theory to design teaching strategies that suit students' cognitive levels. Apart from that, teachers can also create a safe, inclusive and supportive learning environment in the school environment. Emotional support for students facing stress at home is also a key element in the teacher's role. Through implementing effective teaching methods and an empathetic approach, teachers have the opportunity to help students who are experiencing stress at home. By optimizing the use of various methods, building empathetic relationships, and involving the role of parents in supporting student development, teachers can contribute

The Role of Teachers in the Care of Children from Indonesian Worker Families

The parenting style applied by the majority of Indonesian worker families in Braja Luhur Village by their grandparents is permissive. The impact of social emotional aspects on independence, language on letter recognition, and cognitive aspects on number recognition. The teacher's role in grandmother's care is to provide more time to discuss children's learning outcomes at school and provide input regarding how to optimize developmental aspects by providing more stimulation at home. The teacher adjusts the learning style according to the child's interests and facilitates them to successfully complete their own activities. This teacher's role provides positive changes to parenting and children and can be emulated by other regions.

Efforts to Increase Children's Independence Through Democratic Parenting

Democratic parenting provides freedom to children, listens to children's wishes, also directs and provides explanations to children, good communication and openness between children and parents. Factors that influence democratic parenting are family conditions, parents' personalities, parents' education, children's personal characteristics. Efforts for independence by means of a democratic parenting style accustom children to eating on their own, with a democratic parenting method instructing children to eat patiently. Democratic parenting provides an example and tells children to wear their own clothes using democratic parenting. Democratic parenting is a way for parents to provide motivation or encouragement to children so that children are able to do things independently using democratic parenting.

The Relationship between Parental Example and the Development of Moral Values in Early Childhood

Most parents often provide good role models for their children. With good exemplary behavior from their parents, children show the development of excellent moral values. Furthermore, based on correlation analysis, it is known that parental example and the development of children's moral values have a strong and significant relationship. This means that the more often parents provide exemplary behavior to their children, the more the child's development of moral values will increase. Therefore, in educating their children, parents are not only enough with orders or words, but must provide examples of good behavior for their children, and can be used as figures worth emulating.

The Impact of Permissive Parenting Style on Children's Gadget Use

Every family has a different parenting style. The parenting style used by parents is a reflection of a child's attitudes and behavior in interacting with the family in everyday life. Parents who have a parenting style where children can do what they want. The use of gadgets in early childhood with the parenting style provided can result in the child's social interactions in the child's life, both with peers and the environment, having an adverse impact. Parenting style does not always have a negative impact on children, it's just that children have a higher negative impact compared to children with positive parenting

Conclusion

Parenting Style Influences Children's Independence: In the context of pre-school age children, it was found that a parenting style that supports, provides autonomy, and stimulates exploration has a positive impact on the development of children's independence. Parental Support is Important for the Development of Independence. Parents play a central role in shaping the independence of pre-school children. The support provided, both in providing responsibilities appropriate to the child's level of development and in providing positive encouragement,

encourages children to develop independence skills. A Balance Between Limits and Freedom is Important. The findings highlight the importance of finding a balance between providing necessary constraints and providing sufficient freedom. Too many restrictions can inhibit a child's exploration and initiative, while freedom without guidance can make a child feel insecure. Long-Term Implications in Character Formation The parenting style applied at pre-school age has long-term implications in shaping a child's character. Therefore, parents' awareness of the long-term impact of their parenting actions is key to creating a strong foundation for children's independence. Recommendations for Positive Parenting Practices. Conclusions may include practical recommendations for parents and caregivers, including parenting practices that can increase children's independence. This can involve assigning gradual responsibilities, providing supportive praise, and creating an environment that supports exploration and learning.

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