

## The Effect of Secondary Care Intensity and Parental-Stress Toward Children Social-Emotional Development

Muhammad Azka Maulana, Benedicta Yunita, Aip Syarifudin

Universitas Muhammadiyah Cirebon, Indonesia

Aska.maulana@umc.ac.id

### Abstract

This study aims to determine the effect of the intensity of secondary caregiver and parental stress on the socio-emotional development of early childhood secondary care intensity is the frequency of care where the other party cares more often than the biological parents. Here in after, parental stress is a condition where the primary care, in this case, the father or mother, experiences exhaustion in parenting. As of, there are two independent variables (secondary care intensity and parental stress) and a dependent variable (early childhood social-emotional development) with a linear regression technique. The secondary-caregiver intensity was measured based on self-reports from parents who reported the average daily routine regarding the intensity of care levels (whether more frequent primary or secondary care?). Furthermore, parental stress was measured using the parental role quality scale instrument to parents. Then, the measurement of children's social-emotional development is based on instruments from the Ages & Stages Questionnaire: Social-Emotional (ASQ: SE). The sample of this research was all parents of kindergarden X, and it was conducted by purposive sampling method. The use of statistical calculations that have been carried out with the linear regression method. The results showed that there was a significant effect of secondary care intensity and parental stress on children's social-emotional development using the ASQ: SE instrument. With this research, the author hopes that there will be further and in-depth research on social-emotional development with various other variables as well as conducting path analysis techniques in looking for a causal relationship between the intensity of secondary caregiver, parental stress, and social-emotional development of early childhood.

**Keywords:** parental-stress, secondary care intensity, social emotional development

### Abstrak

*Penelitian ini bertujuan untuk mengetahui pengaruh intensitas pengasuhan sekunder dan parental stress terhadap perkembangan sosial emosional anak usia dini. Pengasuhan sekunder merupakan pengasuhan anak yang dilakukan oleh pihak lainnya di luar orangtua kandung (ibu-ayah). Biasanya, pengasuhan sekunder dilakukan oleh nenek atau baby-sitter. Sedangkan parental-stress adalah kondisi dimana pengasuh primer dalam hal ini ayah atau ibu mengalami kelelahan dalam pengasuhan. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian survei korelasional melalui teknik regresi linier 3 variabel, di mana terdapat dua variabel independent (intensitas pengasuhan sekunder dan parental stress) serta satu variabel dependent (perkembangan sosial-emosional anak usia dini). Intensitas secondary-caregiver diukur berdasarkan self-report dari orangtua yang melaporkan rata-rata rutinitas dari tingkat intensitas pengasuhan bersama primary dan secondary-caregiver setiap harinya. Sementara itu parental stress diukur dengan menggunakan instrumen parental role quality scale dari Marshall (1991) kepada orangtua. Sedangkan pengukuran perkembangan sosial-emosional anak berdasarkan instrumen dari Ages & Stages Questionnaire: Social-Emotional (ASQ:SE). Sampel penelitian ini adalah seluruh orang tua siswa taman kanak-kanak X dan dilakukan dengan metode purposive sampling. Metode statistik menggunakan Analisis Regresi Linier Sederhana dengan uji statistik pengujian hipotesis. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan intensitas secondary-caregiver dan parental-stress terhadap perkembangan sosial emosional anak dengan menggunakan instrumen ASQ:SE.*

*Dengan adanya penelitian ini, penulis berharap akan ada penelitian lebih lanjut dan mendalam tentang perkembangan sosial emosional dengan berbagai variabel lainnya serta melakukan teknik analisis jalur dalam mencari hubungan kausalitas antara intensitas secondary-caregiver, parental-strees dan perkembangan sosial-emosional anak usia dini.*

***Kata kunci:*** *parental-stress, pengasuhan sekunder, perkembangan sosial-emosional*

## Introduction

In urban areas, many mothers choose to continue their careers after giving birth to help the family's economy. This is supported by data that the number of working women increases every year and dominates the service business workforce (Lim et al., 2020). Most of the reasons for working mothers are to help the family economy and improve family welfare (Azizah & Salam, 2021). With a busy mother returning to work after giving birth, the first thing to consider is hiring someone as secondary care for her child. However, this is still a pro and contra in some circles because there are still people who think that the care of a child is the absolute responsibility of the mother and cannot be replaced by other parties. Parenting by parties other than the mother as the primary caregiver is called secondary care or is commonly referred to as secondary care (Moilanen et al., 2021).

When a mother decides to use the services of secondary care, it is certainly not easy because choosing secondary care must be selective so as not to regret it later (Azizah et al., 2022). Caregivers as a substitute for the mother's role when working mothers influence child development. It is not uncommon for a caregiver to be closer to the child and understand the needs of the biological mother (Rakhmawati, 2022). Using secondary care services has both positive and negative impacts on both mother and child. A study states that with a caregiver, working mother benefit and make household work easier, especially in terms of parenting (Woodman et al., 2016). In previous studies, it was also stated that hiring secondary care has an advantage because it makes it easier for working mothers' households, especially in terms of care. The caring element of a caregiver can be increased through special training for babysitters, especially emotional intelligence training (Azizah et al., 2022; Jack et al., 2020; Luzi et al., 2019; Rakhmawati, 2022; Woodman et al., 2016)

Then there was also research that states that if children are entrusted to trusted childcare, mothers can work comfortably because they complement the role of the family in nurturing and raising children (Francavilla & Giannelli, 2021). Trusted caregivers usually come from their family members, such as grandmothers and grandfathers. Mothers tend to be more comfortable when their children are cared for by grandmothers because mothers feel that their children are in a safe situation when left to work (Waton, 2022). However, it turns out that a positive impact is not always obtained by entrusting children to caregivers. In another study, it was stated that working mothers and entrusting their children to secondary caregivers could affect children's development, one of which is the child's social-emotional development (Sukumaran & Balakrishna, 2021). As defined by the American Academy of Pediatrics, socio-emotional development is the ability of a child to know about managing and expressing emotions, develop relationships with children and adults around them, and actively explore the environment through learning (Johnson et al., 2021).

Often entrusting a child to a temporary caregiver is sometimes considered trivial by some people, even though the secondary care will affect most of the child's development, namely the field of self-acustoming, which consists of 2 aspects, namely social and emotional. Indeed, the social and emotional development of a child is very important for the growth and development of children. Furthermore, children aged 0-8 years will easily absorb it by interacting with their caregivers (Emerson et al., 2021; Ward et al., 2020). Other research states that when children can manage and show their emotions well and can have good relationships with peers and adults around them, and learn many things from their environment, then the child has good emotional and social development (Briggs et al., 2012).

Although many studies have revealed the role of attachment and primary care intensity, other studies have also shown that parental stress is an important variable in predicting early childhood social-emotional development. The physiological model explains that there is an interactive relationship between the demands of the external environment and the individual's internal adaptive capacity in relation to parental stress. Parental relationship conflicts can occur when the child's care needs are inversely proportional to the stress experienced by parents (Han et al., 2020).

According to Webster-Stratton (1990), there are three types of stressors that affect parenting resources: (a) extrafamilial, (b) intrafamilial, and (c) specifically for children. Extrafamilial stressors exist outside the family unit and include factors such as parents' socioeconomic status, race, religion, and occupation (Garcia & Turk, 2007). Intrafamilial stressors involve interpersonal roles or problems within the family, such as single parenting or marital pressure (Abidin et al., 2022). Finally, child-specific stressors include a child's health or behavior problems that increase the demands of parenting. In addition to these three types of stressors, parental stress can also develop from parents' beliefs and motivational systems. Specifically, these stressors include parental goals and expectations as dictated by perceived cultural norms or parental role relevance (Lange et al., 2019).

Substantial literature documents the negative effects of parental stress on parenting behavior. In general, stressed parents tend to display disrupted parenting practices (Abidin et al., 2022). More specifically, higher stress levels encourage more parental control, discipline, and coercion (Huizink et al., 2017; Trumello et al., 2021). Increased parental stress also leads to disengaged parenting with more parent-child conflict and less parent involvement (Han & Lee, 2020; Huizink et al., 2017). Stress levels are also negatively related to parental response and affection, as well as positive parent-child interactions (Trumello et al., 2021). Children easily imitate what the adults around them do. If children have more time with caregivers compared to their parents, then the nature, behavior, and character of the children will tend to be similar to their care (Sukumaran & Balakrishna, 2021). Not to mention if coupled with biological parents who experience exhaustion in parenting. Then, what are the dynamics of the social-emotional development of children who experience parenting conditions like this?

This refers to the understanding that at an early age, children learn to adjust to norms, morals, and traditions in society (Mastikawati et al., 2022). Piaget, in his theory, mentions that children have a highly egocentric nature because children cannot yet understand the different perspectives of other people's minds (Kouicem, 2020). At this stage, the child is only concerned with himself and has not been able to socialize well with others (Maulana et al., n.d.). If the effects of parenting are bad enough for a child's character, this should be treated immediately with expert therapy (Maulana et al., n.d.). One example of a child who has social-emotional disorders is to be manipulative. This, if left unchecked, will have a negative impact on child development (Maulana et al., n.d.). The purpose of this study was to describe the intensity of secondary care, parental stress, and the socio-emotional development of children at Kindergarden X. Then we predict the effect of secondary caregiver and parental stress on children's social-emotional development.

## Methods

This research is quantitative research with a type of correlational survey research with a linear regression technique which is characterized by a linear relationship, namely the similarity of changes in variation in the form of decreases or increases that occur in the criterion (Y); social-emotional development and predictor (X); the intensity of secondary care and parental stress (Winarsunu, 2017).

### Measurement

#### *Social-emotional development*

The technique of this research is an observation by observing children's learning in class and distributing Ages stages Questionnaires: Social Emotional (ASQ: SE) is a measuring tool that measures the social-emotional development of children from the age of 6 months to 60 months. In this study, the ASQ: SE scale was adapted for children aged 24 months to 60 months. The result of reliability testing is Cronbach's alphas of the total scales varied between .46 to .91 at the ages of 24 to 60 months.

#### *Secondary-care*

The intensity of the secondary care variable has been investigated based on self-reports from parents. The parental self-report contains three main questions. The first is a closed question (yes or no) about whether the child has secondary care. Second, on a scale of 1-7, who more often accompanies the child's self-medication activities, such as eating, bathing, and sleeping (1=often, never with secondary care, 2=often, several times with secondary care, 3=enough, 4= sometimes but more often with parents, 5 = sometimes more with nannies, 6 = rarely means only occasionally, 7 = never at all). The third question is, on a scale of 1-7, how often do parents usually take care of their child in a day (1 = 0-3 hours, 2 = 4-6

hours, 3 = 6-9 hours, 4 = 10-13 hours, 5 = 14 - 17 hours, 6 = 17-20 hours, 7 = 21-24 hours.) This self-report scale has been tested for reliability and is at .87 Cronbach's Alpha value.

**Parental-stress**

Parents responded to 10 items from Barnett and Marshall's (1991) Parental Role Quality Scale (PRQS) to assess the positive rewards and negative concerns in specific domains of child-rearing (e.g., financial strain, overload of responsibilities, sharing activities, companionship). Parents responded to statements using a 4-point scale (1 = Not at all, 4 = Extremely). Because the data on the positive rewards subscale were negatively skewed (M = 3.56, SD = .53, skewness = -1.67), only the negative concerns subscale was used in the subsequent analyses, with higher scores indicating more parental stress (M = 2.24, SD = .74,  $\alpha = .90$ ).

**Samples**

Researchers took samples for this study, namely kindergarden X. To obtain data related to social-emotional development, researchers assess children directly. Meanwhile, to determine the secondary care intensity score and parental stress, the researcher took data from parents' self-reports. The sampling technique used in this research is the purposive sampling technique. Another definition of purposive sampling, or what can be called sample judgment, is a technique that researchers deliberately take from informants based on their quality (Campbell, 2020).

The data collection technique in this research is the first thing to do is to prepare the class that will be used for observation and prepares students in the class (sample), edit data, code, and enter data. The data analysis requirements test carried out was a normality test, validity, and reliability test using SPSS 26. After testing the requirements analysis, the researchers continued with data analysis techniques, namely simple linear analysis using SPSS 26, starting by explaining the general description of the research subject and then proceeding with calculating variable descriptive statistics and testing the research data hypotheses. The data analysis technique in this study aims to see how much influence the intensity of secondary care has on the socio-emotional development of early childhood.

**Results and Discussion**

**Result**

**Table 1.** Respondents of Characteristics

Characteristics	Respondent	n %
Secondary Caregiver	25	35.71
Primary-caregiver	45	64.29

From **Table 1.** above, it can be concluded that the respondents are dominated by students who use their parents as primary caregivers as much as 64.28%, which is 45 out of 70 students. While respondents who use secondary care as much as 35.71%, namely as many as 25 of 70 students. By looking at the results of the percentage above, the information obtained is that most of the students at Kindergarden X still use their parents as the main caregivers. This means that the awareness of parents in assisting children's growth and development is still quite high.

**Table 2.** Respondents of Characteristics

Characteristics	Respondent	n %
High Parental stress	10	14.28
Moderat Parental-Stress	24	34.28
Low Parental-stress	36	51.42

From the **Table 2.** above, it is shown that more than half of the characteristics of the respondents, in this case, parents at Kindergarden X, are at a low level of parental stress, namely as much as 51.42%. In contrast, the moderate level is at 34.28. Then as many as 14.28% of parents reported experiencing high parental stress.

**Table 3.** Descriptive Statistics of Variables

Variable	N	Min	Max	Mean	Standard Deviation
ASQ:SE	70	1	7	2.80	1.725
Secondary Caregiver	70	1	7	2.19	1.688
Parental Stress	70	1	4	2.22	1.87

Based on the **Table 3.** above, it can be seen that the ASQ: SE variable has the lowest score of 1 and the highest score of 7, with a standard deviation of 1.725. Then the secondary caregiver variable has the lowest score of 1 and the highest of 7, with a standard deviation of 1,688. Furthermore, for parental stress, the minimum score is 1, and the maximum score is 4, with a standard deviation of 1.87.

**Table 4.** Model Summary

R	R Squares	Adj R Squares	Sd Error of The Estimate	Durbin-Watson
.8995	.912	88.23	149.984	1.605

From **Table 4.** above, it can be seen that the acquisition of R Square is .912. This means that the influence of social-emotional development by a secondary caregiver and parental stress is 91.2%, while the remaining 8.8% is influenced by other variables outside the study. Then the second step is to find out the impact of secondary caregiver and parenting stress on the socio-emotional development of children.

**Table 5** Anova

Model	Sum of squares	Df	Mean squares	F	Sig
Regression	342.315	1	342.315	35.375	.000
Residual	698.508	69	8.871		
total	1040.823	70			

Based on **Table 5.**, in the column sig. it can be seen that sig. < .05, then the null hypothesis is rejected, so it can be stated that there is a significant influence between secondary care on children's social-emotional development.

The last step is to look at the regression coefficients of secondary parenting on children's social-emotional development which will be shown in the regression coefficient table below.

**Table 6.** Coefficients

	Unstandardized Coefficient		Standardized Coefficient		Sig.
	B	Std. Error	Beta	t	
(Constant)	.1848	.191		4.972	.000
Secondary Caregiver	.847	.069	.829	12.247	.000
Parentel-stress	.987	.712	.913	10.134	.000

By looking at the regression coefficients in **Table 6.**, the significance of the resulting regression coefficients can be seen from the values in the Sig column. With the value of Sig. < .05, it can be concluded that the resulting regression coefficient has a significant effect on social and emotional development or vice versa.

## **Discussion**

The place of this research is Kindergarden X on Pemuda Street no. 61 Cirebon. This school was founded in 2005 and is a Christian-based school that has a vision of becoming a Christian educational institution that excels in faith, knowledge, and service, as well as the mission of developing students' potential optimally through quality education and teaching based on Christian values. Apart from providing Christian learning as a foundation, Kindergarden X also prioritizes quality education, daily English conversations, the best infrastructure, and professional teachers. This makes Kindergarden X one of the schools with a fairly high fee in Cirebon so that the main target for prospective parents is from the upper middle class.

Based on data from one of the articles, it is stated that the regional minimum wage for the city of Cirebon is IDR 2,304,943.51 and as much as IDR 2,279,982.77 for the Cirebon district (Idris, 2023). By looking at the data, it can be ascertained that not all people can send their children to Kindergarden X, considering that the monthly fee alone is around one million per month, which is almost 50% of the total minimum regional wage in Cirebon. It can also be called a high-cost school because the cost of kindergarten in general in Cirebon ranges from Rp. 30,000.00 – Rp. 500,000.00. With relatively high costs, it can be concluded that the average income of parents of students is above the regional minimum wage in Cirebon. In addition, based on the data obtained, most of the parents of Kindergarden X students are entrepreneurs consisting of 71.42%, followed by employees 11.42%, then doctors 10%, teachers 5.71%, and finally, pastors 1.42%. From the presentation above, the work of parents as entrepreneurs dominate, which is more than 50% of the total data. Evidenced by the existence of parents who have several well-known businesses in the city of Cirebon, including hospitals, baby equipment stores, and so on. As for ethnicity, it was dominated by Chinese as much as 81.42%, and the remaining 18.58% was a mixture of various ethnicities, namely Javanese, Batak, Minahasa, and Manado.

Seeing that the dominant ethnicity is Chinese, who are famous for their tenacity and persistence in working, many successful people come from Chinese ethnicity. As written in the article Akbar (2023) that there are five successful entrepreneurs in Indonesia who are of Chinese descent who started a business from scratch, namely Eka Tjipta Wijaya, owner of Sinarmas, Sudono Salim owner of Salim Group, Tahir as the owner of Mayapada Group, William Soeryadjaya owner of PT. Astra, and the last one is Liem Seeng Tee, the owner of HM Sampoerna. Judging from the above articles, it can be ascertained that the parents' jobs as entrepreneurs or others have limited time with their children, requiring them to use secondary caregivers at home.

The results of this study are also in accordance with previous research that children who have working parents tend to delegate responsibility to caregivers (Hidayati, 2016). Then the selection of research sites is essentially based on the hypothesis that parents with incomes above the average have secondary care in raising their children. as well as ethnic Chinese who dominate on the demographic background of parents who, on average, work as entrepreneurs. As previously mentioned, secondary care has the meaning of care that is carried out other than by the primary caregiver (parents). In a study conducted at Kindergarden X, the results obtained regarding children who received secondary care with more intensity than parents, namely 35.71% and parents as primary caregivers, amounted to 64.29%. Judging from the results obtained, it can be concluded that parents are still involved in caring for their children and do not hand over full responsibility to secondary caregivers. Most likely, this is due to the educational background of the parents, the majority of whom are Bachelors (S1) and, of course, understand education and good parenting for children. This is supported by research that states that children's social-emotional development is greatly influenced by the treatment of parents towards children in introducing every aspect of social life or norms in society. So, in essence, parents play a big role in the development of their children.

Secondary care cannot be separated from children's lives because almost all children in the world receive secondary care. However, what makes the difference is the intensity of the care or how long the child is with other caregivers besides the parents. Secondary care is not only a babysitter or secondary care, but schools, daycares, and other educational institutions are also secondary care because children

spend approximately 3 hours in school without parental assistance. Grandparents and grandmothers are also secondary caregivers because children are under the care of grandparents while parents are working. In addition, there is also a daycare, a course, and several other places that require children to temporarily separate from their parents. From the results obtained, the impact of secondary care is not always good or bad because children who receive full parental care do not always have good social and emotional development. According to a study, children need someone who can be trusted to be able to express their emotions more openly and healthily (Emerson et al., 2021). Therefore, if a caregiver gets good and child-friendly training, this can help children develop optimally because the quality of care they receive is quite good (Johnson et al., 2021).

The results of this study also answer questions about the effect of secondary care on children's social-emotional development, as evidenced by the results from Table 3, that the effect of secondary care on children's social-emotional development is 68.8% while the remaining 31.2% is influenced by other variables outside the study. In addition, if you look at the significance of the influence of secondary care from Table 5 with results  $< .05$ , it can be concluded that the effect of secondary care on the socio-emotional development of children in Kindergarden X has a significance of  $.05$  (significant). This significant result was obtained from children with secondary caregivers who had more intensity than their mothers. From the results of this study, it has been found that secondary-caregiver variables are not the only variables that can affect the social-emotional development of early childhood. But also the role of parental stress is also high. Parental stress is a condition in which parents feel exhausted in their parenting duties. Parental stress is closely related to the quality of primary parenting. So from these results, it can be elaborated that the intensity of secondary care is not the only factor that influences the poor social-emotional development of early childhood. Furthermore, the parenting quality of the primary caregiver is also very important. If the intensity of primary care is sufficient but not accompanied by good parenting quality, then this needs to be watched out for its impact on early childhood development, even if the situation is the other way around. Therefore, these results reveal that quantity and quality have an equally important role, and both must be prioritized in the parenting process.

There are limitations of this study, first this research has not been able to answer the direction of influence of these two predictor variables, namely the intensity of secondary care and parental stress on the social-emotional development of early childhood. Future research is expected to be able to analyze the direction of the relationship and the influence of secondary care and parental intensity on the social-emotional development of early childhood through statistical approach path analysis. Second, the limitation of this study is related to the ASQ: SE scale measurement, which is not based on direct observation of children, but based on observations and interviews with teachers and their parents because the research was conducted during the pandemic so that students are still learning through online methods. However, the researchers also ensured further from the documents and assessments of children in the classroom (such as student anecdotal books, daily, weekly, monthly & semi-annual child assessment documents, as well as reflection notes from the teacher) to increase the accuracy of instrument responses. Furthermore, secondary caregiver intensity variable data was also taken based on self-reports from parents, consequently, it will be more biased, and also this is a possible limitation of the research.

## **Conclusion**

The results of this study indicate that there is an effect of the intensity of secondary care on the socio-emotional development of students at Kindergarden X. Although the number of secondary care is still less than that of primary care (parents), from the results obtained, the effect of secondary care, which is only 35.71% is quite significant. Another result that I got from this research is that it turns out that most parents at Kindergarden X are still involved in caring for their children at home and watching their children's progress every day. However, it is possible that they are assisted by secondary care. At home, the intensity of secondary care is less than the time spent together with children and parents. This is considered quite good for the development of children at an early age, not only from the socio-emotional aspect but also from other aspects that support the growth and development of children.

The suggestions for further research are 1) In future research, it is expected to use path analysis to discuss the direction or indirect effect of the intensity of secondary caregiver and parental-stress on children's social-emotional development. 2) future research should elaborate on the quality of parenting

more deeply so that the results obtained are even better. 3) The researcher hopes that this research can be the basis for increasing scientific for further research that discusses the intensity of secondary caregiver and parental stress.

## References

- Abidin, R. R., Smith, L. T., & Kim, H. (2022). Parenting stress. *WikiJournal of Medicine*, 9(1). 1-4. <https://doi.org/10.15347/wjm/2022.003>
- Akbar. (2023). Etnis China Mendominasi Dalam Enterpreunership di Indonesia. *Money.Kompas.Com*.
- Azizah, S. N., & Salam, A. N. (2021). Working mother and family economy resilience in the covid-19 era: Evidence from Indonesia. *Jurnal Ilmu Keluarga Dan Konsumen*, 14(3). 2013-215. <https://doi.org/10.24156/jikk.2021.14.3.203>
- Azizah, S. N., Saleh, S., & Sulistyanningrum, E. (2022). The effect of working mother status on children's education attainment: Evidence from longitudinal data. *Economies*, 10(2). <https://doi.org/10.3390/economies10020054>
- Briggs, R. D., Stettler, E. M., Silver, E. J., Schrag, R. D. A., Nayak, M., Chinitz, S., & Racine, A. D. (2012). Social-emotional screening for infants and toddlers in primary care. *Pediatrics*, 129(2). <https://doi.org/10.1542/peds.2010-2211>
- Emerson, L. M., Aktar, E., de Bruin, E., Potharst, E., & Bögels, S. (2021). Mindful parenting in secondary child mental health: Key parenting predictors of treatment effects. *Mindfulness*, 12(2). <https://doi.org/10.1007/s12671-019-01176-w>
- Francavilla, F., & Giannelli, G. C. (2021). The relation between child labour and mothers' work: The case of India. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.1028212>
- Garcia, R., & Turk, J. (2007). The applicability of webster-stratton parenting programmes to deaf children with emotional and behavioural problems, and autism, and their families: Annotation and case report of a child with autistic spectrum disorder. *Clinical Child Psychology and Psychiatry*, 12(1). <https://doi.org/10.1177/1359104507071091>
- Han, J. W., & Lee, H. (2020). Actor and partner effects of parenting stress and co-parenting on marital conflict among parents of children with atopic dermatitis. *BMC Pediatrics*, 20(1). <https://doi.org/10.1186/s12887-020-02035-7>
- Han, Z. R., Zhang, X., Davis, M., & Suveg, C. (2020). The Role of children's neurophysiological functioning in the links between emotion-parenting behaviors and child anxiety symptoms: A biological sensitivity to context framework. *Family Process*, 59(2). <https://doi.org/10.1111/famp.12438>
- Huizink, A. C., Menting, B., De Moor, M. H. M., Verhage, M. L., Kunseler, F. C., Schuengel, C., & Oosterman, M. (2017). From prenatal anxiety to parenting stress: a longitudinal study. *Archives of Women's Mental Health*, 20(5). <https://doi.org/10.1007/s00737-017-0746-5>
- Idris, M. (2023). Gaji UMR di Wilayah Cirebon 2023: Kabupaten dan Kota Cirebon. *Money.Kompas.Com*.
- Jack, R. H., Joseph, R. M., Coupland, C., Butler, D., Hollis, C., Morriss, R., Knaggs, R. D., Cipriani, A., Cortese, S., & Hippisley-Cox, J. (2020). Secondary care specialist visits made by children and young people prescribed antidepressants in primary care: A descriptive study using the research database. *BMC Medicine*, 18(1). <https://doi.org/10.1186/s12916-020-01560-7>
- Johnson, M. L., Butts-Dion, S., Menon, M., Edwards, K., & Berns, S. D. (2021). Promoting social emotional development during the paediatric well-child visit: A demonstration project. *BMJ Open Quality*, 10(2). <https://doi.org/10.1136/bmjoq-2021-001392>
- Kouicem, K. (2020). Constructivist theories of Piaget and Vygotsky: Implications for pedagogical practices. *Psychological and Educational Studies*, 13(3).



- Lange, B. C. L., Callinan, L. S., & Smith, M. V. (2019). Adverse childhood experiences and their relation to parenting stress and parenting practices. *Community Mental Health Journal, 55*(4). <https://doi.org/10.1007/s10597-018-0331-z>
- Lim, W. M., Badiozaman, I. F. A., & Voon, M. L. (2020). Barriers to workforce re-entry among single mothers: Insights from Urban Areas in Sarawak, Malaysia. *Journal of International Women's Studies, 21*(6).
- Luzi, D., Pecoraro, F., Tamburis, O., O'shea, M., Larkin, P., Berry, J., & Brenner, M. (2019). Modelling collaboration of primary and secondary care for children with complex care needs: Long-term ventilation as an example. *European Journal of Pediatrics, 178*(6). <https://doi.org/10.1007/s00431-019-03367-y>
- Mastikawati, M., Baharun, H., Wahid, A. H., Solehatin, S., & Adawiyah, R. (2022). Strengthening early childhood learning outcomes through authentic assessment of students. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6*(5). <https://doi.org/10.31004/obsesi.v6i5.2525>
- Maulana, M. A., Fatma, S. H., Studi, P., Anak, P., Dini, U., & Profesi, P. (n.d.). *Studi Kasus: Penanganan Perilaku Manipulatif Pada Anak Usia Dini Melalui Pendekatan Client Centred Play Therapy*.
- Moilanen, S., Rääkkönen, E., & Alasuutari, M. (2021). Mothers' return-to-work reasons and work-family conflict: does a partner involved in childcare make a difference? *Community, Work and Family*. <https://doi.org/10.1080/13668803.2021.2009441>
- Rakhmawati, F. Y. (2022). Experience of Indonesian working mothers during covid-19 pandemic. *Jurnal Kajian Peradaban Islam, 5*(1). <https://doi.org/10.47076/jkpi.v5i1.128>
- Sukumaran, P. A., & Balakrishna, B. B. (2021). Parenting styles and social-emotional development of preschool children. *International Journal of Contemporary Pediatrics, 8*(12). <https://doi.org/10.18203/2349-3291.ijcp20214534>
- Trumello, C., Babore, A., Cofini, M., Baiocco, R., Chirumbolo, A., & Morelli, M. (2021). The buffering role of paternal parenting stress in the relationship between maternal parenting stress and children's problematic behaviour. *International Journal of Psychology, 56*(5). <https://doi.org/10.1002/ijop.12758>
- Ward, C. L., Wessels, I. M., Lachman, J. M., Hutchings, J., Cluver, L. D., Kassanje, R., Nhapi, R., Little, F., & Gardner, F. (2020). Parenting for lifelong health for young children: A randomized controlled trial of a parenting program in South Africa to prevent harsh parenting and child conduct problems. *Journal of Child Psychology and Psychiatry and Allied Disciplines, 61*(4). <https://doi.org/10.1111/jcpp.13129>
- Watson, M. N. (2022). Pengaruh pola asuh "grand parenting" terhadap perkembangan kognitif anak usia sekolah dasar. *Muróbbi: Jurnal Ilmu Pendidikan, 6*(1). <https://doi.org/10.52431/murobbi.v6i1.862>
- Woodman, J., Lewis, H., Cheung, R., Gilbert, R., & Wijlaars, L. P. M. M. (2016). Integrating primary and secondary care for children and young people: Sharing practice. *Archives of Disease in Childhood, 101*(9). <https://doi.org/10.1136/archdischild-2015-308558>