

PARENTING PROGRAM TO INCREASE AWARENESS OF EARLY CHILDHOOD CARE

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Submitted:12/04/2023

Revised: 21/06/2023

Accepted: 22/08/2023

Published: 10/10/2023

Abstract

This research was conducted to determine the effectiveness of the parenting program "parent class" in increasing parents' awareness of early childhood care at Mutiara Zahra Kindergarten, Batang Kuis District, Deli Serdang Regency. This research is qualitative with a field study approach. The research was conducted at Mutiara Zahra Kindergarten, Batang Kuis District, Deli Serdang Regency. The research data is in the form of "parents class" activities given to parents at Mutiara Zahra Kindergarten. Data sources were obtained from the Principal and Parents. Data collection techniques are carried out by observation, seminars, interviews, and documentation. Data analysis is done by data reduction, data presentation, conclusion, and verification. The results of the study stated that the "parents class" activity conducted at Mutiara Zahra Kindergarten showed that the "parents class" activity was considered capable of increasing parents' awareness of Early Childhood Care.

Keywords

Parenting, Parents class, children, TK Mutiara Zahra



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INTRODUCTION

The problem experienced by parents at Mutiara Zahra Kindergarten, Batang Kuis District, Deli Serdang Regency, North Sumatra Province, is their lack of understanding and concern regarding parental involvement in providing good care at school and in the surrounding environment. There are quite basic problems, such as a lack of awareness of the importance of parenting. The lack of knowledge of parents is due to the absence of socialization or counseling on parenting education in the area. Apart from that, the lack of awareness of parents' responsibilities in their involvement in the learning process is due to their ignorance about correct child-rearing patterns, and they tend to only delegate their full responsibility to the school (Bahar et al., 2022). This can happen if parents experience emotional exhaustion so that parents no longer enjoy time with their children (Mikkonen et al., 2022)

With many parents still having minimal knowledge about the need for special assistance in using online learning tools such as computers and gadgets, appropriate parenting patterns need to be used when accompanying learning (Syahrul & Nurhafizah, 2021). The involvement of parents in parenting a child's development is an important process in their learning, especially at the cognitive, affective, and psychomotor development levels (Dissriany Vista Banggur & Jerodon, 2022). Parental involvement refers to the depth of parents' role in being involved in shaping the character growth and development of students both at school and in the surrounding environment (Tim Pengembangan Model Pendidikan Keluarga, 2017). This is based on the Minister of Education and Culture Regulation Number 30 of 2017 (Kemendikbud, 2017) regarding family involvement in the provision of education. Children who experience learning difficulties are also influenced by various factors, such as the level of parental awareness (Nusaibah et al., 2020). Parental concern will be a supporting factor in understanding good and appropriate parenting patterns (Pradipta et al., 2021).

The reality that occurs at Mutiara Zahra Kindergarten is that out of 20 children's social-emotional abilities are still low, 15 children have low social-emotional abilities (73% of the total number of children have low social-emotional abilities). When learning, children often look gloomy, lack enthusiasm, lack self-confidence, often ask to be waited on, quickly cry when they don't complete assignments, lack responsibility for the tasks given by the teacher, and lack cooperation with friends. This is strongly felt by teachers and hinders the teacher's teaching and learning process. In this situation, the child always asks his parents to wait in the classroom, sitting next to him, so that a close relationship cannot be established between the teacher and the student. Because every

child has a different social-emotional level (Nurtiani et al., 2018), We can see that when children are at school accompanied by their parents, children will have higher emotions because they feel safe when their parents are next to them, unlike children who are not accompanied by their parents, they will have lower emotions because they feel they are not. Comfortable with the new environment, the child will look gloomy, not want to interact with his friends, and be alone more (Mahyuddin, 2019)

There are three parenting patterns based on Maccoby's dimensions that are generally known to the public: authoritarian, permissive, and authoritative (Tridhonanto & Agency Beranda, 2014). This parenting style has its characteristics with different patterns in each dimension. According to Lestari (2019), authoritarian parenting is a parenting style that has high control power and low warmth in caring for children. In line with this (Primayana et al., 2020) state that parents in society who require children to obey and obey are the main characteristics of an authoritarian parenting style. From the evaluation results, parents who choose an authoritarian attitude will control their children more. They are not allowed to have opinions, resulting in children becoming timid, easily anxious, and stressed if they are too pressured by their parents (Puspita Sari & Mulyadi, 2020). Permissive parenting is a parenting pattern that is the opposite of authoritarian parenting because permissive parenting has high warmth towards the child but does not have the power to control the child. This kind of pattern is often given to parents who are too patient (Khan, n.d.). Authoritative parenting is another term for democratic parenting, as revealed in the research results (Subagia, 2021). Authoritative parenting encourages children to discuss things that happen to their children with their parents. In this case, parents will pay attention and try to meet the child's needs according to their development.

Various previous studies have explored various aspects related to parenting and child care. Citra Monikasari's research in 2013 described the implementation of the parenting program at PAUD Permata Hati and the application of the program's learning outcomes by the parents of the students. (Jannah & Jazariyah, 2016) Investigated the internalization of Islamic values in children with special needs at SMPLB educational institutions and found that the process involved planning, implementation, and evaluation. (Mutiarah et al., n.d.) Highlights the importance of parental knowledge about child care to support children's growth and development, while (Raudatul Zannah et al., n.d.) explores permissive and democratic parenting patterns in the context of children's education, taking into account factors such as family socioeconomics and parental education.

Meanwhile, research (Santosa et al., 2022) focuses on parenting patterns in improving the discipline and learning independence of class III students at MI Tarbiyatul Falah Karanglegi Trangkil Pati. Research (Munisa, 2020) indicates that parenting styles play a crucial role in shaping children's personalities and have a significant impact on children's performance in the school environment, both academically and non-academicly. The importance of the role of parents in the education and care of children at home cannot be ignored because this has a direct influence on children's development. In this context, mindful parenting skills are an important factor, which involves parental awareness in interacting with children, respecting children's opinions and actions, and creating a harmonious relationship between parents and children. Therefore, educational institutions and society need to support positive parenting skill improvement programs so that they can positively contribute to early childhood development, which is the golden period that determines their development. This research describes the various ways parents support children's learning and discipline in the school environment.

The difference/gap in my research with previous research is that I explore how awareness of early childhood parenting is increased through parenting programs that are more focused and effective, integrating psychological approaches and child development theories so that I can provide new insights and more effective solutions in increasing people's awareness. Parents on early childhood care. This research aims to measure the effectiveness of the "Parent Class" program in increasing parents' awareness of early childhood care at Mutiara Zahra Kindergarten. Apart from that, this research also aims to bring the same understanding and vision between schools and parents in caring for children in early childhood education units.

From a theoretical perspective, it is hoped that this research can contribute to scientific literature in the field of early childhood education and parenting. The results of this research can be a strong theoretical basis for understanding the role of parental education in shaping early childhood development. The pragmatic side of this research is very important because the research results can guide Mutiara Zahra Kindergarten and similar educational institutions to improve the "Parent Class" program. Through a better understanding of the effectiveness of these programs, schools can refine their approaches to involving parents in their children's education. Thus, this research has significant practical implications in supporting better early childhood development, which in turn will have a positive impact on the future of these children and society as a whole.

METHOD

The research method used in this research is qualitative with a field study approach. The research was conducted at Mutiara Zahra Kindergarten, which is located on Jl. The struggle of Hamlet V, Bintang Meriah, Batang Kuis District, Deli Serdang Regency, Province. North Sumatra. The data sources used are main data and additional data. The main data is data obtained by researchers from direct observations in the field regarding the effectiveness of the "Parenting Study" program in increasing parents' awareness of early childhood care at Mutiara Zahra Kindergarten. Meanwhile, additional data is obtained from writings such as books, journals, or other research articles.

The data collection techniques used were observation and interviews. Observations regarding parental awareness of early childhood care were carried out from May 22, 2023, to May 27, 2023. During this period, researchers made observations of parents who have early childhood children (0-6 years) in various contexts of daily life. The observation theme during this period was "Parents' Awareness of Early Childhood Care." During this time, researchers paid attention to the behavior, interactions, and decisions made by parents in caring for their early childhood children. This includes various aspects, such as how to communicate with children, the educational methods applied, the level of attention to child development, and whether parents are aware of the importance of developing children's mental and social health from an early age.

During the observation period, researchers recorded various situations that illustrate the level of parental awareness regarding early childhood care, both in terms of positive interactions, patience, understanding the child's needs, and implementing parenting patterns that support optimal child development. Data from these observations can be used for analysis and recommendations regarding increasing parental awareness in caring for early childhood children. The interviews were conducted with several respondents, including teachers, homeroom teachers, and parents of Mutiara Kindergarten students. Then, research documentation was carried out by collecting parenting documents at Mutia Zahra Kindergarten. Data analysis was carried out by data reduction, data presentation, and conclusion. Data reduction. Researchers reduced some data related to the parenting program at Mutiara Zahra Kindergarten. Presentation data. At this stage, researchers present data related to parenting programs to increase awareness of early childhood care at Mutiara Zahra Kindergarten in tabular form. Conclude. Then, at this stage, the researcher carried out a critical analysis of parenting data at Mutia Zahra Kindergarten using parenting discourse.

Then, the researcher compared it with other findings relevant to this theme.

FINDINGS AND DISCUSSION

Findings

This research was conducted at Mutiara Zahra Kindergarten, which is located on Jl. The struggle of Hamlet V, Kab. Deli Serdang. This private kindergarten started educational activities in 2017. Currently, Mutiara Zahrah Kindergarten is implementing the 2013 curriculum guidelines. Mutiara Zahrah Kindergarten has a principal named Ermida Siregar, S.pd, who is assisted by a teacher named Mutiara Mastina F Daulay. The findings found in running the "parent class" program are as follows.

Table 1. Implementation of the Mutiara Zahra Kindergarten Parenting Program

Item	Material	Source Person	Evaluation result	Obstacle
1	Parental Awareness of Early Childhood Care	Lily Sardiani Daulay, S.Pd	<p>The evaluation was carried out by the committee through conversations between the principal, teachers, and parents. These conversations can be held directly.</p> <p>Findings:</p> <ol style="list-style-type: none"> 1. Similarity in Parenting Style 2. Direct Practical Ability 3. Calm Emotions 4. Be patient and listen to children 5. Understanding of Attention and Compassion <p>Positive Changes in Children</p>	Building Collaboration in time management.

The implementation of this care program was carried out on Monday, May 29, 2023, precisely in the Mutiara Zahra Kindergarten classroom. The form of the parenting program that day was a seminar and parent consultation. Caregiving at school is carried out from 08.00-12:00 WIB. Before starting, parents are required to fill in the attendance list that has been provided, then take the snacks provided and enter the room.

The process of carrying out the activity began with prayer and a welcome greeting introducing oneself, led by the principal, Ermida Siregar, S.Pd, then continued with the delivery of material by the speaker, Lily Sardiani Daulay, S.Pd. The material presented was material on the topic "Parents' Awareness of Early Childhood Care". The approach used that day was question and answer. After the seminar was finished, the activity continued with a consultation session. The results of interviews with several mothers regarding the Parenting Study revealed several important findings:

1. **Similarity in Parenting Patterns:** Parenting studies have shown that it is very effective in raising children. Similarities in parenting styles at school and home make children's education more structured and easier.
2. **Direct Practical Ability:** parenting study activities are efficient because the content presented can be directly applied in dealing with children's bad behavior. This allows parents to appropriately respond when children face challenges.
3. **Calm Emotions:** Research results show that after taking part in the Parenting Study, parents can be calmer and understand that every child is a special gift. This helps them deal with their emotions and interact with their children better.
4. **Be patient and listen to children:** Parenting studies help parents to be more patient and listen to children's complaints, especially when children are not in a good mood. This understanding can reduce parental anger and improve relationships with children.
5. **Understanding of Attention and Affection:** Parenting studies help parents understand that when children feel angry or fussy, it could be because they need attention and affection. This helps parents to control emotions and provide the support the child needs. Positive Changes in Children: parenting activities in kindergarten schools help parents realize the importance of cultivating children. Even though theory and practice do not always work perfectly, this study is slowly bringing positive changes in children. Apart from that, there are similar goals between schools and parents in imparting children's education at home and school.

Overall, Parent Class has helped parents improve their parenting, overcome parenting challenges, and create better relationships between parents and their children. With a better understanding of children's needs and the importance of love, Parenting Studies have brought positive changes in the way parents educate their children.

Building solid collaboration between schools and parents is not a simple thing. Of course, several factors hinder the formation of collaboration between teachers and parents in implementing parenting programs. From the results of research observations, there are obstacles to implementing the parenting program. These obstacles arise in terms of time. When the event started at 08:00, there were still several parents who arrived late and did not attend, even though the school had communicated through notification letters and informed parents more than once via the WhatsApp group. Before implementing a parenting program, the first step is to prepare a plan for the parenting program that will be implemented.

Table 2. Parenting Activity Schedule

Parenting Activity Schedule	
Date	May 29, 2023
Time	08.00 WIB – 12.00 WIB
Theme	Parental Awareness of Early Childhood Care
Source person	Lily Sardiani Daulay, S.Pd
Tools and materials	Laptop, material to be delivered, audience consumption, projector, microphone, and projector layer.
Method	Question and answer method, direct practice, and discussion.

Table 3. Framework for Parenting Program "Parent Class"

Time	Sub Activities	Person responsible
10-15 Minutes	Opening, exploring issues related to the theme to be presented, and breaking the ice so that it doesn't feel stiff or formal	Headmaster (Ermida Siregar, S.Pd)
30-40 Minutes	Stage of delivering core material, with the theme: "Parents' Awareness of Early Childhood Care"	Source person (Lily Sardiani Daulay, S.Pd)
10-15 Minutes	<ul style="list-style-type: none"> - Question and answer - Reflection by exploring the message points captured by the participants - Close by providing a summary of the entire process 	Source person (Lily Sardiani Daulay, S.Pd)

Discussion

The research results from the implementation of the parenting program on Monday, May 29, 2023, in the Mutiara Zahra Kindergarten classroom revealed several very important findings. First, there are similarities in the parenting styles applied at school and home, which have proven to be very effective in raising children. This alignment allows children's education to be more structured

and easy to understand. Parents can consistently apply the principles taught both at school and at home, creating an environment that supports positive child development.

Second, Parenting Study activities have proven to be efficient because the material presented can be directly applied to dealing with children's bad behavior. Parents can appropriately respond when children face challenges, helping to create better relationships between parents and children. Apart from that, this program also helps parents to be more patient, listen to their children's complaints, and understand that every child is a special gift. With this understanding, they can better deal with emotions and give children the attention and affection they need. In conclusion, parenting programs in kindergarten schools have a significant positive impact on behavior and relationships between parents and children, as well as creating harmony in the development of children at home and school. Parental education is not only limited to having children but, even before that, in the process of choosing a life partner. This is in line with the view that parental education starts from the early stages of marriage and even before. In this context, parenting programs are not only relevant when the child is born but should be started from the pre-pregnancy stage. Pregnancy is an important period in forming a child's character. This is in line with research showing that a mother's nutritional intake, emotions, and feelings during pregnancy can have a long-term impact on a child's development. The importance of providing good stimulation during a child's development. This is supported by theories showing that positive stimulation can influence children's brain development. Therefore, parenting programs need to guide how to provide stimulation that is appropriate to the child's developmental stage. and the role of parental beliefs in educating children. This is in line with what Irene said (Siti & Astuti, 2010), emphasizing that parents' beliefs and beliefs in children's education play a key role in shaping children's character. Parenting programs can help parents build their confidence as educators. The importance of providing a positive example to children. Research has shown that children learn through observing and imitating the behavior of adults around them. Therefore, parenting programs can guide how to set a good example for children.

In examining the importance of parenting programs in increasing awareness of early childhood care, we can refer to relevant theory and research. According to Erik Erikson (Santrock, 2009), a well-known developmental psychologist, the stages of child development include psychosocial development, which is greatly influenced by interactions with parents and the environment. Therefore, a good parenting program can help direct children to a healthy

developmental stage. A study by Baumrind (Nathaniel et al., 2018) regarding parenting patterns shows that an authoritative parenting approach, which includes a combination of affection and good boundaries, often produces children who are better adapted and perform well in various aspects of life.

Apart from that, an effective parenting program is a sustainable program, considering that parenting is a long-term process. Numerous studies show that ongoing parenting programs can produce greater changes in children's behavior and parental awareness (Aud Muslimat Nu, n.d.). This is in line with the findings from the implementation of the parenting program at Mutiara Zahra Kindergarten on Monday, May 29, 2023. The implementation of the parenting program has proven that harmony in parenting patterns at school and home has a positive impact on children's development. The efficient and practical Parenting Studies Program provides parents with skills that can be directly applied in facing the challenges of parenting.

Apart from that, the research results also reveal that parenting programs at schools help parents to be more patient, listen to children's complaints, and understand the importance of giving attention and affection to children. The same goals between schools and parents in imparting children's education at home and school create an environment that supports positive child development. Therefore, a sustainable and continuous parenting program can be a long-term investment in shaping children into positive individuals and having a harmonious relationship with their parents. Thus, the results of this study reinforce the importance of continuing collaborative efforts between schools and parents in supporting effective child care.

Although parenting programs have clear benefits in increasing awareness of early childhood care, it is important to remember that each child is a unique individual. Not all generally accepted methods and guidelines will suit every child. Therefore, parenting programs should be flexible and provide space for parents to adapt their approach according to the needs of each child (Sulastri, 2020).

In closing, it is important to recognize that parental education and parenting programs have a very important role in shaping future generations. In an ever-changing world, parents need to continually update their knowledge and skills in raising their children. An effective parenting program can provide the guidance and support needed to create a positive environment for children's development. However, these programs must always adapt to changing times and children's needs to remain relevant and effective. Thus, good parenting programs are a long-term

investment in the future of children and society as a whole.

CONCLUSION

The results of research regarding the Parenting Program in increasing awareness of Early Childhood care show that this program has proven to be very effective in helping parents care for their children better. The similar approach between school and home makes parenting more structured and easier to implement. Parents who take part in the Parenting Study can control their emotions, are more aware of the importance of attention and affection towards their children, and see positive changes in their children's behavior. This creates a more positive environment for children's development and strengthens the relationship between parents and their children.

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