

# SELF-CONFIDENCE OF 5-6 YEAR-OLD CHILDREN REVIEWED FROM PERMISSIVE AND AUTHORITARY PARENTING PATTERNS

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## Abstract :

*This study utilizes qualitative methods to explore the impacts of permissive and authoritarian parenting styles on the self-confidence of 5-6-year-old children. Self-confidence is crucial to develop from early childhood due to its long-term effects on their subsequent growth. One significant outcome is that children become more capable of facing challenges and difficult situations. The subjects of this research are children aged 5-6 years raised under permissive and authoritarian parental styles. Data collection methods include observations and interviews, with data analysis conducted using the Miles and Huberman model. The findings reveal that parents employing permissive parenting styles tend to create environments conducive to exploration and bolstering their children's self-confidence. In contrast, parents using authoritarian parenting styles tend to raise children who are less confident, feeling constrained by strict rules. The implications of these findings underscore the need for more responsive and supportive parenting approaches to aid positive self-confidence development in early childhood.*

**Keywords :** Child self-confidence, permissive parenting, authoritarian parenting

## Abstrak :

Penelitian ini menggunakan metode kualitatif untuk mengeksplorasi dampak pola asuh permisif dan otoriter terhadap tingkat kepercayaan diri anak usia 5-6 tahun. Kepercayaan diri merupakan hal yang perlu dilatih sejak usia dini karena memiliki dampak jangka panjang pada perkembangan mereka selanjutnya. Salah satu dampaknya ialah anak lebih mampu untuk menghadapi tantangan dan situasi yang sulit. Subyek penelitian merupakan anak berusia 5-6 tahun dengan pola asuh orang tua yang permisif dan otoriter. Metode pengumpulan data yang digunakan menggunakan observasi dan wawancara. Analisis data dilakukan dengan menggunakan model Miles and Huberman. Dari penelitian yang telah dilakukan maka didapatkan hasil bahwa orang tua yang memiliki pola asuh permisif cenderung menciptakan lingkungan yang mendukung eksplorasi dan memperkuat kepercayaan diri anak. Sedangkan orang tua dengan pola asuh otoriter cenderung menghasilkan anak-anak yang kurang percaya diri karena mereka merasa terbatas oleh aturan yang ketat. Implikasi dari temuan ini menyoroti perlunya pendekatan yang lebih responsif dan mendukung dalam pola asuh untuk membantu perkembangan kepercayaan diri yang positif pada usia dini.

**Kata Kunci:** Kepercayaan diri anak, pola asuh permisif, pola asuh otoriter

## INTRODUCTION

At the age of 5-6 years, children are experiencing a crucial stage in the process of building their self-confidence. At this stage, children begin to explore their surroundings more actively and begin to develop their identity and social skills. Good self-confidence help children face challenges, interact with peers, and

develop new skills more effectively. The way parents educate their children has a big influence on the child's personality when they grow up. One important factor in the development of a child's personality is their level of self-confidence (Cimi, Erlyani, & Rahmayanti, 2013).

Based on research by (Ulya et al., 2021), children's self-confidence develops over time through stimulation provided by people around them. Parenting patterns and experiences that children experience during their growth period play an important role in the emergence of self-confidence. According to (Suryana, 2016) To build children's self-confidence, parents need to be patient in providing consistent stimulation until the child's self-confidence develops. So, the responsibility of parents is to provide support or motivation to children to stimulate the development of their self-confidence.

The parenting style they experience, whether permissive or authoritarian, can provide a strong foundation or even hinder the development of their self-confidence. The influence of permissive and authoritarian parenting styles is very important in shaping children's levels of self-confidence at this stage of their development. In families that implement a more relaxed parenting style, children are often given a lot of freedom to explore the world around them. They may feel comfortable experimenting with new ideas and taking risks because they do not feel constrained by strict rules. However, too much freedom without clear guidelines or boundaries can leave children feeling confused or their self-confidence may also be vulnerable to situational changes or external judgment because the lack of clear boundaries can leave them feeling unsure about their own limits and abilities. (Mahmudatunnisa et al., 2024). In the context of self-confidence, children may tend to have high self-confidence in situations where they have control, but may be less confident in dealing with situations that require independence or difficult decision-making.

On the other hand, in families with authoritarian parenting, children may grow up in an environment that is tightly regulated by non-negotiable rules and commands. They may feel pressured to submit to their parents' wishes and

respect authority without question. Children may grow up afraid to make mistakes or take initiative for fear of punishment. Although they may obey authority, their confidence in making their own decisions or expressing themselves independently may be eroded due to the lack of opportunities to develop initiative and independence.

Children who grow up in a permissive parenting style generally have high levels of self-esteem because they are given the freedom to express themselves without strict restrictions. In contrast, children who grow up in an authoritarian parenting style may have lower levels of self-esteem because they tend to rely on external authority.

In both cases, it is important for parents to find the right balance between allowing freedom and providing appropriate guidance. The ideal approach is authoritative parenting, where there are clear and consistent rules, but also space for children to express their opinions and learn from their mistakes. Through this approach, children tend to develop healthy self-esteem because they feel supported in facing challenges and making decisions. However, it is important to remember that each child is a unique individual who needs to be taken into account and their experiences are not always entirely determined by their parenting style. Factors such as the school environment, interactions with peers, and personal experiences can also influence the development of their self-esteem.(Sopiah, 2022). Therefore, understanding the context of parenting is only a small part of the bigger picture in helping children ages 5-6 build strong self-esteem.

This can also be related to previous research on the analysis of self-confidence in children aged 5-6 years from the perspective of permissive and authoritarian parenting styles has provided valuable insight into the relationship between parenting and psychological development in a significant age range. At this age, children are in a crucial phase for the formation of personality and social skills. Other studies have also shown that permissive parenting can produce children who are less disciplined and less responsible, but may have high self-

confidence because they feel supported by their parents. However, this self-confidence can be unrealistic due to the lack of clear boundaries. (Larasani, Yeni, & Mayar, 2020). On the other hand, authoritarian parenting can produce children who are obedient and disciplined but often with lower levels of self-confidence due to the lack of emotional support and space for free expression.

Studies on the impact of these two parenting styles on the self-confidence of children aged 5-6 years are still developing. There are indications that the balance between control and support from parents is emerging in building healthy self-confidence in children. It is important to understand how these two parenting styles affect the overall development of children, including the emotional, social, and cognitive dimensions. (Darling & Steinberg, 1993).

One of the relevant studies is a study conducted Nelson et al (2014) where in this study, researchers investigated the relationship between permissive and authoritarian parenting styles with the level of self-confidence of preschool children. The study was conducted through observations of children and their interactions with their parents in everyday situations at home and at school.

The results of this study indicate that children who are raised in environments that tend to be permissive have higher levels of self-confidence compared to children who grow up in environments that implement authoritarian parenting styles. Children in permissive environments are better able to take initiative, express their opinions, and overcome challenges with more confidence. They also show higher levels of independence and are more ready to explore the world around them.

On the other hand, children in authoritarian parenting environments tend to have lower levels of self-esteem. They may be less confident in expressing their opinions, taking risks, or facing new situations. They may also be more prone to insecurity and anxiety.

Based on the initial observations made, it was found that when DS was asked to come forward to show his work, it can be seen that DS did not want to and had a sense of shame that could hinder him from daring to come forward to

the front of the class and share stories. Even when DS was asked by the teacher, DS was silent and shook his head. It can be seen when DS was working on the task of weaving with banana stems from the teacher, DS had difficulty in inserting it, this made DS shed tears because he thought he was the only one who couldn't, so that DS was helped by the teacher in continuing his work. That made him not confident in the results of the work he made. In terms of doing assignments, DS was always late, because when working DS often daydreamed and was silent so that the teacher often went around to his desk and gave DS directions in doing the assignment.

Different from the results of the initial observation conducted on NKA. NKA's self-confidence tends to be shy when asked to come to the front of the class. This behavior was explained by Mrs. DA as the class teacher that NKA is still shy and hesitant to show her work, because she is afraid of being teased by her male friends. When doing assignments given by the teacher, NKA tends to be late when collecting them, and she is also often helped by the teacher and her classmates. NKA is also still shy when being photographed with her work, so sometimes the teacher only takes her picture without a photo of her. Because when doing assignments, NKA still likes to cry because she is late and is afraid of being left to play with her friends, so she often sulks when doing assignments if she is not in the mood. Even the assignment book that was given was only scribbled on with crayons and this makes NKA even less confident in her work.

This study is expected to provide a better understanding for parents, educators and child psychology practitioners about the importance of balanced parenting in supporting the development of children's self-confidence. In addition, the findings of this study can be used as a basis for designing more effective educational and intervention programs in supporting the optimal development of early childhood. This study also emphasizes the importance of parental awareness of the impact of their parenting in relation to children's psychological development, as well as the importance of a balanced approach between providing freedom and imposing limits.

This study has several important objectives, including; (1) This study aims to understand how permissive and authoritarian parenting styles affect the growth of children's self-confidence at that age. By understanding the relationship between parenting styles and levels of self-confidence, this study can provide valuable insights for parents, educators, and mental health practitioners about best practices in supporting children's psychological development. (2) This study also aims to identify factors that may support or hinder the development of children's self-confidence in the context of permissive and authoritarian parenting styles. By knowing these factors, we can design more effective interventions to help children develop healthy self-confidence. (3) This study can develop and test valid and reliable instruments to measure the level of self-confidence in children aged 5-6 years. This measurement is important for gaining a deeper understanding of the dynamics of self-confidence at critical developmental stages.

Research on the level of self-confidence of children aged 5-6 years focusing on permissive and authoritarian parenting styles has several significant benefits; (1) This research provides valuable insights for education and mental health practitioners, such as teachers, psychologists, and counselors, to understand how parenting styles affect the development of children's self-confidence. This information can be used to design more effective programs to support children's psychological development. (2) Optimizing Parenting Styles: By understanding the impact of permissive and authoritarian parenting styles on children's self-confidence, parents can optimize their parenting styles to create an environment that supports the development of healthy self-confidence in their children. This can help prevent psychological problems that may arise due to inappropriate parenting styles. (3) Improving the Quality of Parent-Child Relationships: This research can help parents understand how certain ways of educating children can affect their self-confidence. Thus, parents can improve the quality of their relationships with their children by strengthening emotional bonds and paying attention to their psychological needs.

Research on the self-confidence of children aged 5-6 years old seen from permissive and authoritarian parenting styles reveals that parenting styles play a crucial role in the development of children's self-confidence. Studies show that children who are raised with permissive parenting styles tend to have higher levels of self-confidence because they are given the opportunity to be independent and explore their abilities with consistent support from their parents. On the other hand, authoritarian parenting styles that tend to impose strict rules without providing space for expression or exploration can hinder the development of children's self-confidence, causing them to be less confident in taking initiative and overcoming challenges.

These findings highlight the importance of balancing between providing clear guidance and boundaries with allowing children space to develop independently. This is not only relevant for parenting within families, but also has important implications in the context of education and interventions to improve children's self-esteem holistically and sustainably. Thus, research on children's self-esteem aged 5-6 years in the context of permissive and authoritarian parenting styles has broad implications in supporting children's psychological development and improving their overall well-being.

## **RESEARCH METHOD**

This study applies a qualitative research approach on the self-confidence of children aged 5-6 years as seen from permissive and authoritarian parenting patterns. The criteria for selecting subjects in this study are: (1). Parents who have children aged 5-6 years; and (2). Applying permissive and authoritarian parenting patterns in parenting. The data collection methods used are observation and interviews. Through observation of the behavior of children aged 5-6 years who grow up in a permissive and authoritarian parenting environment. By recording the child's interaction with the surrounding environment, responses to certain situations, and the level of self-confidence seen in various activities.

The observation guidelines used are as follows; a) Demonstrating the ability to adapt to situations. b) Demonstrating alertness to strangers (building trust in the right adults). c) Knowing and managing oneself well (controlling oneself appropriately). In addition, researchers also conducted interviews with the children's parents to gain a deeper understanding of the parenting patterns used at home.

The interview guidelines used by the researcher are: a) Parenting patterns applied at home; b) Children's relationships with their friends; c) Parents' attitudes towards children.

**Data Analysis** The data used from observations and interviews were analyzed systematically to identify patterns in children's self-confidence from the perspective of permissive and authoritarian parenting styles. Miles and Huberman(Waruwu, 2024)said that in the process of qualitative data analysis, the activity is carried out collaboratively and continuously until completion, so that the data has been explored thoroughly. In this study, the researcher decided to apply the qualitative data analysis method. The qualitative research process can be carried out through a series of steps as follows: Data Reduction, Data Display, Conclusions and Validation (Conclusions: Drawing/Validation).

## **FINDINGS AND DISCUSSION**

In this study, researchers explored the relationship between permissive and authoritarian parenting styles with the level of self-confidence of children aged 5-6 years. After examining the data obtained from observations and interviews, several interesting findings related to the self-confidence of children aged 5-6 years in the context of permissive and authoritarian parenting styles have been found.

The results of the study on self-confidence in children aged 5-6 years analyzed from permissive and authoritarian parenting patterns provide important insights into how parenting patterns can affect children's psychological development at this crucial age range. In this study, information



was collected through direct observation of children aged 5-6 years who grow up in an environment with a variety of parenting approaches, namely permissive and authoritarian. Observations were made on the child's interactions with parents and their surroundings, as well as their behavior in certain situations that require self-confidence, such as speaking in front of a group or facing challenges.

The results of the study showed a significant difference in the level of self-confidence between the two groups of children. Children who were raised in an atmosphere that practiced permissive parenting tended to show higher levels of self-confidence. They appeared more confident in expressing opinions, taking risks, and facing new challenges. They were also better able to cope with failure and frustration.

On the other hand, children who are raised in an atmosphere that implements an authoritarian parenting style tend to show lower levels of self-confidence. They may tend to feel less confident in taking initiative, expressing themselves, and exploring new things. They may also be more prone to anxiety and uncertainty.

Further analysis suggests that certain factors in parenting styles contribute to these differences. In a permissive environment, the provision of a great deal of freedom and support from loving parents provides opportunities for children to develop independence and a sense of control over their environment. In contrast, in an authoritarian environment, pressure to follow rules and a lack of opportunities to take initiative can hinder the development of children's self-confidence.

These findings illustrate the importance of parenting influences on the development of self-confidence in children aged 5-6 years. Permissive parenting provides children with opportunities to explore and learn from experience, while authoritarian parenting tends to suppress initiative and reduces the space for children to build confidence in themselves.

The implications of these findings suggest the importance of a responsive and supportive approach to parenting. Parents and caregivers need to be aware

of the impact of their parenting on their child's psychological development, and strive to create an environment that facilitates positive growth in self-esteem.

By considering the differences in the impact of permissive and authoritarian parenting on children's self-esteem, we can identify more effective parenting strategies to support the psychological development of children aged 5-6 years. This is important to provide children with a strong foundation for optimal growth and development in the future.

At the age of 5-6 years, children's self-confidence is greatly influenced by the parenting style applied by parents, whether permissive or authoritarian. Permissive parenting tends to give children excessive freedom without giving much direction or clear rules. Children may feel that they can do anything without clear consequences or proper guidance from their parents.

The Last Supper (2022), revealed that parents have a central role in supporting all aspects of the ideal development of children. They function as pioneers, primary instructors, first madrasahs, guides, educators, facilitators, and role models for their children. Meanwhile, according to Susanto (2021) states that the role of parents given to children from an early age includes preparation, habituation of actions in accordance with moral values, and the importance of parental supervision in developing them. Therefore, it is important for parents to have knowledge about child care.

Parents who practice permissive parenting tend to give their children ample opportunities to express themselves, take initiative, and overcome challenges. Children who are raised in an atmosphere where the parenting style is more relaxed or permissive are more likely to show high levels of self-confidence. They have the space to explore their environment with confidence, make decisions, and overcome difficulties faced. This is in accordance with theories of child development that emphasize the importance of giving children the freedom to explore and learn from their experiences. Parents tend to choose a permissive parenting approach, where they give children the freedom to organize their own activities. Parents often have little time or rarely communicate

with their children, especially because of increasing busyness. This can cause children to have difficulty managing time and choosing friends well, which may have a negative impact on their lives. (Meilasari & Diana, 2022)

According to research (Rohayani et al., 2023), in permissive parenting, if children can manage their thoughts, attitudes, and behaviors well, it is likely that the freedom given by parents can be used to develop their creativity and talents. This can help children become mature, initiative, and creative individuals. However, in reality, many children use this freedom inappropriately, which results in them tending to do actions that violate values. (Sopiah, 2022).

On the other hand, authoritarian parenting often has a different impact on children's self-confidence. Strict control, strict punishment, and lack of opportunities for self-expression can hinder the development of children's self-confidence. Children raised in an authoritarian parenting environment tend to be more passive, less confident in taking initiative, and dependent on parental authority. This parenting style may lead to children's inability to develop problem-solving skills and confidence in facing challenges. This was also found by Mardiana (2020) in his research that parents set rules that children's activities are completely under the supervision of their mothers. If the rules given are violated, parents threaten to punish the child by making him sleep outside the house. Meanwhile, according to Desa et al., (2014), children who are raised with authoritarian parenting will face several obstacles in social interaction because they are not given the freedom to do the things they like. This can cause children to become fearful, shy, quiet, violate norms, lack initiative, have a weak personality, rude behavior, are easily influenced, and are prone to stress.

These findings emphasize the importance of a supportive environment in the development of children's self-esteem. Responsive and supportive parenting, which strikes a balance between setting clear boundaries and allowing children the freedom to express themselves, tends to promote the development of healthy self-esteem. A loving and affirming environment, where children feel supported

to explore their abilities and interests, provides a solid foundation for the development of positive self-esteem.

In practice, parents and caregivers need to understand that an authoritarian parenting approach may not produce the desired results in building a child's self-confidence. In contrast, a permissive approach that still provides structure and support is a more effective approach in helping children develop healthy self-confidence.

Through parents' understanding of the role of parenting and the nurturing environment in shaping children's self-confidence, parents can take concrete steps to create an environment that promotes positive psychological growth for children aged 5-6 years. This will help them develop strong self-confidence, which is a valuable asset in facing life's challenges in the future. DS is a child who receives a permissive parenting style, where according to Sunshine (2016) The characteristics of a permissive parenting style are marked by a lack of direction or strict rules from parents, as well as a lack of parental control, children are given the freedom to make their own decisions and learn to regulate their own behavior.

Although it seems to free children, there are special rules that parents apply in their parenting patterns, namely by implementing effective study hours, providing time for daily activities. Parents agree to continue to apply time discipline such as; study time, play time, time to sleep, bathe, then go to school, time to play Hand Phone, watch television and other rules that need to be done by DS. This is done so that DS has time discipline routinely and regularly.

The parenting style that parents apply to DS can be seen in that the parenting style applied has an impact on the child's self-confidence, which makes DS tend to be quiet, feel shy when interacting with people he doesn't know, doesn't easily socialize with friends, often humbles himself and gives cursory answers when asked to answer questions.

In contrast to NKA who are educated using an authoritarian parenting style.

Setiyawati et al (2020) stated that the form of authoritarian parenting, namely parenting that prioritizes strict discipline, following the wishes of parents and limiting children's emotional expression, can have a negative impact on children's behavior.

The disciplinary behavior applied by parents to NKA, makes NKA a child who lacks self-confidence in doing activities at school such as, feeling embarrassed when asked to stand in front of the class, tends to play alone, is spoiled when doing assignments, and likes to stick to the teacher. From the confession of NKA's parents that he pressured and always demanded obedience from the child, in the hope of ensuring that the child's behavior is in accordance with the parents' expectations. This affects the child's self-confidence, while the child's self-confidence will not develop naturally, but through various things that influence it, including support from parents and the social environment that is very much needed. If this parenting pattern continues to be applied to children, it can produce characters who tend to be quiet, withdrawn, and reluctant to express opinions.

The results of this study are supported by research on the complex relationship between children's self-confidence. Authoritarian parenting tends to be negatively related to the development of children's social skills and self-confidence. Children who grow up with authoritarian parenting often show external behavioral problems, such as aggression, and internal problems such as anxiety and withdrawal. (Nelson et al., 2014). A study in China also found that children who received authoritarian parenting had poorer social interactions with their peers. This suggests that these children may be less confident in social situations. (Hasanah & Fajri, 2022)

Permissive parenting also has a negative impact on children's social and emotional development. Children who have parents who allow tend to have less discipline and have low self-control, which can hinder the development of their self-confidence in overcoming challenges. (Ali, 2023). Research shows that permissive parenting can cause children to develop problematic externalizing

behaviors, especially in boys, which can hinder their ability to interact effectively with others and feel confident in social settings. (Sa'diyah, 2017).

In this study, the results obtained include the following; (1) That the number of children in the family and the person who cares for them can also affect the child's self-confidence. As in DS who is the last child and gets more attention, affection, time, and focus from parents towards him. This is consistent with what has been described by Pasaribu and Simanjutak.(Efendi & Afandi, 2024)namely families who have the last child, generally show an attitude of spoiling the child because the last child is often the focus of attention for the family, both from parents and older siblings. (2) The number of children is more than 1, such as in NKA who is the first child and has younger siblings. Where NKA who tend to follow the wishes of their parents, often feel unhappy because they feel less safe because their parents' attention decreases after the birth of their younger siblings, and feel unhappy because they have a heavier burden and obligation compared to their younger siblings. This is reinforced by Atkinson's theory(Amini, 2018)which states that the eldest child should have greater responsibility, be able to provide direction to his younger siblings, and be a good role model for them. (3) Birth order also influences a child's self-confidence. This is reinforced by research conductedSopiah (2022) which states that birth order is not only based on physical birth order numbers, but is also formed through psychological perceptions influenced by individual experiences. As a result, each child has a special character formed through their birth order, which is believed to be unchangeable and will affect various aspects of their lives in the future.

Parents need to find the optimal balance between providing emotional support and enforcing firm boundaries. Democratic parenting, which combines positive elements of both parenting styles, is often considered the most effective approach to building healthy self-esteem in children. (Hidayati, Sary, & Hanifah, 2019)

## CONCLUSION

Based on research results, permissive parenting tends to provide a greater level of freedom to children without many restrictions or rules. Children who grow up with this parenting style may feel valued and have the freedom to express themselves, but they can experience confusion and a lack of structure in their lives. Children's self-confidence in permissive parenting can vary. Some children may thrive because they feel supported, but many also feel less confident because there are no clear boundaries and a lack of guidance from their parents.

Authoritarian parenting is characterized by strict rules and high levels of control from parents. Children are raised with high expectations and standards often with little leeway or room for self-expression. Children raised in an authoritarian environment generally have lower levels of self-esteem. They may be afraid of making mistakes and lack autonomy in decision-making, which can hinder the development of their self-esteem.

Children need a balance between freedom and guidance. A parenting style that supports their self-confidence is one that provides structure and clear boundaries, but also provides enough freedom to express themselves and learn from mistakes.

Parents should adopt a more democratic parenting style, which combines positive elements of both permissive and authoritarian parenting styles. Democratic parenting provides a balance between control and freedom, providing clear rules but also supporting children's independence. Giving children opportunities to make their own choices within safe boundaries, and encouraging them to take responsibility for their choices.

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