
INTENSITY OF PARENTAL COMMUNICATION METHODS IN BEHAVIOR AND EMOTION MATURITY IN CHILDRENS AT KINDERGATEN AISYIYAH BUSTANUL ATHFAL 13, MALANG CITY

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ABSTRACT

Abstract: Parental behavioral and emotional development is driven by uncomfortable situations. Actions often irrational when emotions arise. This, of course, impacts the surrounding environment, particularly the family environment, including the impact felt by children during their development. The research methodology used was quantitative with a correlative approach. Data collection techniques included surveys, interviews, instruments, and discussion sessions. The results showed that parental behavior and emotions determine the growth of synapses in children's brains. Parents play a role as mediators in children's development. Findings from six indicators indicate that parental emotional maturity influences children's emotional development at home, with an average ratio of 21.5% to 39.5%. Meanwhile, indicators of parental behavioral maturity that impact children's behavioral development show an average ratio of 20.66% to 41.32%. This requires a management strategy at various stages through displacement techniques, cognitive adjustment techniques, and coping techniques. A comfortable and warm family environment will have a relationship with small changes in children. In the learning process, children not only get to know themselves but also learn about how to behave and manage their emotions through expressions and body gestures. Furthermore, the intensity of parental communication will help foster healthy bonds in children from an early age. Parents also serve as role models for children throughout their development and into adulthood. The environment has a significant influence on children's behavioral and emotional changes.

Keywords :

Communication
Method, Maturity,
Behavior, Emotional

Abstrak: Perkembangan perilaku dan emosional orangtua bertumbuh dikarenakan situasi yang membuat tidak nyaman. Tindakan yang ditunjukkan sering sekali di luar akal saat emosional muncul. Tentu, akan berdampak pada lingkungan sekitar. Terutama pada lingkungan keluarga termasuk dampak akan dirasakan oleh anak dalam masa perkembangannya. Metodologi penelitian yang digunakan kuantitatif dengan pendekatan korelatif. Teknik pengumpulan data yang digunakan survey, wawancara, instrumen, dan sesi diskusi. Hasil penelitian menunjukkan bahwa perilaku dan emosional orangtua akan menentukan pertumbuhan sinaps-sinaps otak anak. Peranan orangtua bertugas menjadi mediator dalam masa perkembangan anak. Hasil temuan dari enam indikator menunjukkan adanya kematangan emosional orangtua akan mempengaruhi perkembangan emosional anak saat berada di rumah dengan rata-rata perbandingan 21,5% until 39,5%. Sedangkan, indikator kematangan perilaku orangtua yang berdampak pada perkembangan perilaku pada anak menunjukkan rata-rata perbandingan 20,66%-41,32%. Hal tersebut membutuhkan Strategi penanganan pada tahap melalui teknik *displacement*, teknik *cognitif adjustment*, dan teknik *coping*. Lingkungan keluarga yang nyaman dan hangat akan memiliki hubungan terhadap perubahan kecil untuk anak. Anak dalam proses belajar bukan hanya mengenal diri tetapi mengenal tentang berperilaku dan mengelola emosinya melalui bentuk ekspresi dan gestur tubuh. Selain itu, intensitas cara komunikasi orangtua akan membantu membentuk bonding yang sehat untuk anak sejak usia dini. Peranan orangtua juga menjadi contoh untuk anak dalam masa pertumbuhan hingga proses pendewasaan. Pengaruh lingkungan sangat besar dalam perubahan perilaku dan emosional anak.

INTRODUCTION

The word "emotional" is certainly familiar when discussed, both theoretically and practically, as a reality emerging from individual thought patterns in response to modern developments. Emotional development is inherent in every individual, both children and parents. These emotional attitudes emerge through actions that serve as symbols for conveying information through feelings of discomfort or dislike (Adesokin et al., 2024). Behavioral development through the emergence of emotional attitudes is certainly a manifestation of the instillation of children's characteristics from an early age towards their environment. This will become a source of attitudinal changes, undertaken as a way to address curiosity through imagination or thought, as children develop during this stage of development (Aleksic et al., 2024; Akhter, 2025).

Observations conducted in 2024 in the current social environment reveal children's emotional attitudes, which are frequently encountered or shared through social media. Violence against minors, such as beatings, bullying, yelling, and changes in language often seen in children, has become a topic of discussion on Facebook, Instagram, and television. This contrasts with emotional issues often found by parents in the community. A mother tries to calm her child when he cries because the parent's attention is focused on an older sibling. The calming technique involves a very loud voice and a slight tension in the child's mind, such as spanking. The hope is that the child will immediately quiet down without resorting to calming techniques and provide an explanation. This issue is certainly a lesson for every parent to be more careful in handling children's emotions. Furthermore, implementing positive activities in daily life plays a crucial role in shaping the character of young children, both morally and emotionally, in their social environment. These activities should begin within the family environment.

The family environment provides the primary and primary educational foundation for establishing good habits and effectively controlling children's emotional behavior through the development and instilling of disciplined character (Angin & Mohamed, 2024). The process of instilling discipline through the concept of family education fosters a child's emotional maturity, fostering a change in their thinking patterns, enabling them to understand their surroundings (Asiegbu, 2024). Therefore, providing positive emotional stimuli from an early age can influence a child's personality and understanding of things. Therefore, it is crucial for parents to initiate and understand their own emotional behavior as a manifestation of child development (Aprina et al., 2023). Emotional behavior in both children and parents is not an automatic element. Rather, it is a natural response that arises within each individual, evolving through factors such as conditions, time, and place within the social environment (Chandra et al., 2025).

Children's emotional behavior remains abstract, stemming from unrealized desires. If these feelings are not immediately addressed or directed, the child will have a negative impact on their emotional character development (Chavez et al., 2024). The pre-operational stage is characterized by significant behavioral changes throughout their daily activities. Essentially, The characteristics that emerge in the pre-operational stage are clearly recognizable, as children at this age still exhibit highly egocentric behavior. This, in turn, impacts their emotional development.

Parents' emotional behavior is clear because it demonstrates the cause and effect of a perceived discomfort. Parents with emotional awareness can use their sensitivity to align themselves and their thoughts with their children's feelings. This allows them to condition themselves to feel the pain their children experience when they cry or when they become angry, reflecting on their discomfort in a given situation. When parents sense the emotions emerging in their children, The role of parents is very important in reducing these emotions by showing empathy, providing understanding through something that the child wants (Indah, et al., 2025). Providing stimulation to children through communication or a heart-to-heart hug from a mother can help regulate their psychological patterns, leading to calmer thinking (Mastorci et al., 2024). This will impact the child's memory, allowing them to recall previous events and be more cautious.

This discussion focuses more on the development of children's emotional behavior and parental emotions under certain circumstances. Therefore, the emotional behavior experienced by children is a phase in which children explore and discover their identity through their environment (Dauhan et al., 2025). To help children develop more focused thinking and avoid fear in any situation, strategies are needed to calm children's emotions through parental intervention. Accurately identifying problems in children's emotional behavior will influence the child's psychological development in their social environment (Lent et al., 2024).

Strategies for managing children's emotions include displacement techniques, cognitive adjustment techniques, and coping techniques. These strategies serve as recognition techniques for managing children's emotional behavior that parents need to implement (Salerni & Messetti, 2025). Each technique has its own advantages and disadvantages. The advantage of displacement is that it involves redirecting the child through another object to calm and provide support through touch during stressful situations. The disadvantage is that children are more likely to recall past events (trauma). The advantage of cognitive adjustment is that it instills action through social care activities and heart-to-heart communication to shift negative emotions into positive ones. However, the disadvantage is that it requires a long-term adjustment process for young children, especially when tantrums occur. Furthermore, the advantage of coping is that it is a technique that can be applied by parents when emotional behavior has a cause and effect and can be controlled, and they can act in decision-making by quickly explaining the problem to the child. The disadvantage is that the handling process requires adapting to the child's characteristics and cultivating patience. Social-emotional teaching strategies for habituation learning in children's social development will provide parents with knowledge about the importance of applying habituation to children's social-emotional learning, which will influence the handling of changes in actions and behavior (Smorti et al., 2024; Saniah, 2025).

This strategy is intended for parents as a foundation for providing quick, careful, and firm treatment for negative emotional behavior in children influenced by the current environment. This strategy should be implemented before addressing children with high emotionality (Urbina et al., 2025). Emotional development in children is a learning process that reinforces past memories. It is crucial for parents to develop self-awareness through emotional behavior to safeguard their psyche and mental health in managing their children's emotional behavior. This ensures that

parents do not take the wrong action when dealing with excessive emotionality in children (Ribas et al., 2024).

This knowledge demonstrates the importance of maintaining parents' mental health in responding to the emotional changes their children face. Therefore, parents should consider the 5Ms (the five M's) in addressing their own emotions, including observing, listening, calming, asking, and explaining (Wang et al., 2024; Zaman et al., 2024). Adult behavior and emotions will be clearly visible as they undergo complex changes. This stage will contribute to providing self-meaning in positively managing their emotions in the social environment. And, apply discipline within the family environment creates a harmonious, comfortable, and enjoyable atmosphere (Lin et al., 2023). Parental management techniques for children's emotions will significantly influence the synapses in the child's brain. These synapses are further enhanced when routine habits are implemented through regular communication activities with the child through parents at home. Additionally, building partnerships with children through social activities can instill empathy and sympathy for their environment. This will gradually and rapidly influence a child's brain function, as shown in Figure 1.3, as follows :

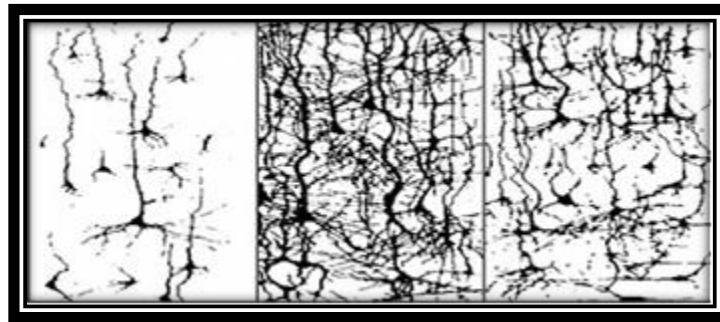


Figure I Figure II Figure III

Figure 1.1 Children's Brain Synapses

Figure 1.1 shows the brain activity of a newborn child. The initial process requires affection as a stimulus to instill positive emotional behavior in the child through joint communication with parents. Therefore, the child's brain synapses will work faster than usual according to the developmental stage of the child's age, ranging from 0-3 years. Figure II shows that the child receives abundant nutrition through affection and positive stimuli from parents. This process has the child adapting to the provision of stimuli appropriate to the conditions in their environment. Therefore, the child's brain synapses work very quickly. This also impacts the child's thought patterns that are manifested in their social actions. This is shown in children aged 4-6 years. Figure III shows the development of a child's brain lacking the nutrition of affection towards positive stimuli in children aged 7 years and above. Therefore, in this process, the child cannot be given words in a loud voice or a scolding tone from parents, which causes the child's brain synapses to tend to work very slowly. This will impact the child's development, leading to a lack of self-confidence (inferiority), fear, and the development of emotional behavioral maturity through the coordination of their five senses, feelings, and thoughts. This is due to the lack of nutritional support and affection that does not meet the child's needs.

These children's brain synapses will tend to function more dominantly and depend on the educational implementation of parents in directing and guiding their knowledge, attitudes, and skills. Furthermore, it is crucial for parents to monitor their child's development in their social environment. The social environment requires extensive communication with children as a learning tool to develop changes in thought patterns based on the child's age. This implementation is very difficult if children are not trained in positive habits from an early age. The purpose of this study is to describe the recognition of children's emotional behavior and parental emotional behavior, to describe the characteristics of children's emotional behavior and parental emotional behavior, and to describe how to manage children's emotional behavior and parental emotional behavior in Group B at Aisyiyah Bustanul Athfal 13 Kindergarten, Malang City

RESEARCH METHODOLOGY

The research methodology used was quantitative research with a correlative-descriptive approach to provide insight into early childhood science to participants. The presenters presented prepared topics tailored to the institution's needs. They also provided techniques for positive emotional stimulation in the form of game movements (strengthening) during the activities. Furthermore, they shared stories about topics that have occurred in the emotional development of children and parents in the millennial era. Data collection techniques were analyzed through a questionnaire (checklist) and parent interviews to authentically develop the data.

This research program was conducted in the community, targeting parents of Group B students to address issues encountered during parenting outreach activities. These included: (1) recognizing children's emotional behavior and parents' emotional behavior; (2) characteristics of emotional behavior; and (3) strategies for managing children's and parents' emotions in light of current developments. The purpose of this research activity is to provide insight into the knowledge and techniques for managing children's emotional behavior, which can lead to changes in attitudes. Therefore, it is crucial for parents to continue studying it. The target group was 30 parents of Group B students. Technical preparation for the event included preparing the material concept in accordance with the theme, preparing the participants' subjects, as indicated by the parents of Group B students, and coordinating with the teacher committee for the event, which would be held with the presenter at ABA 13 Kindergarten in Malang City.

The research implementation phase consisted of three stages. The first was the preparation phase. During this phase, a preliminary survey was conducted to assess the field situation regarding issues related to handling emotional attitudes toward children and parents, both positive and negative. Therefore, these handling techniques would be part of the knowledge-based provision process for parents before providing treatment for early childhood emotional development. Many surveys have shown that parents mishandle emotional attitudes, which can lead to the instilling of temperamental behaviors or tantrums in young children. The implementation phase continued with a strengthening activity at the beginning of the event. This activity aimed to strengthen mindsets linked to mental performance, feelings, and body movements to reduce stress for each parent. The activity concluded with jokes and laughter. The second stage is the implementation stage of the research activity, where this stage is the presenter presenting on the topic of introducing and

understanding children's emotions and parental emotions, the characteristics of children's emotions and parental emotions, and handling techniques in controlling children's emotional behavior and parental emotional behavior. The third stage is the evaluation stage, where the presenter who acts as a researcher in this research activity certainly involves himself in feeling the complaints and annoyance of every question from the participants that focuses on the problems experienced by parents in finding the expected solution. Furthermore, participants provide input on this counseling event related to the meaningfulness obtained as a result of research activities that can make changes to the development of children's emotional behavior and parental emotional behavior.

RESULTS AND DISCUSSION

The results and discussion of the parenting research agenda focused on counseling on recognizing children's emotional behavior and parents' emotional behavior. The event was attended by participants (parents). The results demonstrated through this counseling process were very satisfactory. However, the results demonstrated were based on the reality of the conditions of parental handling of the child's social environment. It is evident from the percentage results of the questionnaire test that many parents still take the wrong action in responding to children's emotional patterns during their development. The follow-up to the results achieved is of course an assessment based on indicators of children's emotional maturity behavior, which is based on the achievement of the developmental levels of early childhood stages, namely the sensory motor stage to the pre-operational stage, from the age range of 0-6 years. The results are presented in Table 1.1, as follows:

Table 1.1 Percentage of Average Results of Emotional Maturity Behavior in Early Childhood

Indicator	Percentage results of children's emotional maturity behavior			
	4	3	2	1
A	13,3%	30 %	56 %	0,00
B	56%	40 %	3,3 %	0,00
C	40%	47 %	13,3 %	0,00
D	50%	30 %	20 %	0,00
E	20%	60 %	20 %	0,00
F	53%	30 %	16,7 %	0,00
amount	232	237	130,6	0,00
Average	38,7%	39,5%	21,5 %	0,00

The description of the emotional maturity behavior indicator in children is shown in the A-B symbols discussing the variable of the ability to manage/control one's own emotions which consists of the symbol A indicator of the aspect of the ability to recognize one's emotions and the symbol B indicator of the ability to regulate emotions according to the situation and condition of oneself. The C-D symbols discuss the variable of self-understanding ability which consists of the symbol C indicator of the aspect of stable emotional behavior (normal limits) such as the ability to utilize one's emotions positively and the symbol D indicator of the emotional aspect based on high and low psyche through mood and the E-F symbols discuss the variable of ability in using

the function of mental crisis of oneself which consists of the symbol E indicator of the stubborn aspect such as being difficult to understand and the symbol F indicator of the aspect of excessive emotional behavior such as temperament/tantrums experienced by adults and children. The chart 1.1 Graph of the average results of the emotional maturity behavior of early childhood, as follows:

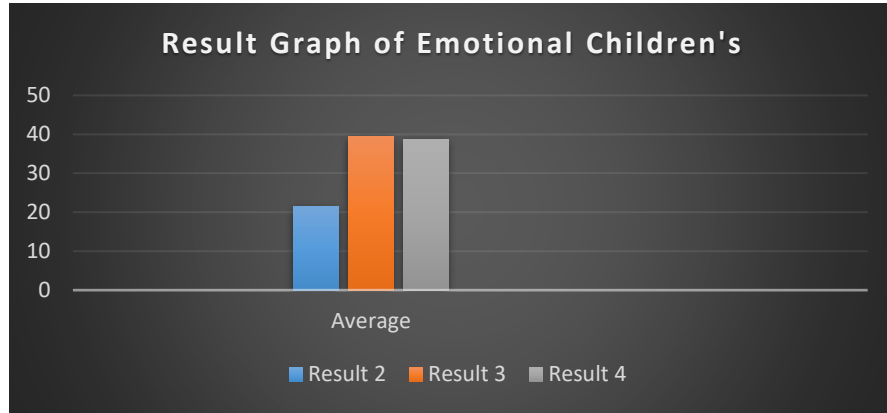


Chart 1.1 Graph of Percentage Results of Children's Emotional Maturity Behavior

The table data 1.1, broken down into three specific variables, provides six main indicators to describe the percentage of emotional maturity behaviors toward children, categorized as very stable based on the assessment criteria. The participants' assessments were based on the characteristics of each parent's child. Therefore, it can be concluded that the assessment of emotional maturity behaviors is reflected in the varying characteristics of children, but still within the same sensory-motor and pre-operational developmental stage for the 0-6 year age range, which is the golden age of growth.

The overall average score for the six indicators is 4. The overall average score of 38.7% is considered adequate, based on the analysis of the assessment results for Aspect Indicator (13.3%), B Indicator (56%), C Indicator (40%), D Indicator (50%), E Indicator (20%), and F Indicator (53%). The breakdown of the score of 3 for an overall average value of 39.5% is considered adequate based on the analysis of the assessment results for Aspect Indicator (30%), B for 40%, C for 47%, D for 30%, E for 60%, and F for 30%. The breakdown of the score of 2 for an overall average value of 21.5% is considered inadequate based on the analysis of the assessment results for Aspect Indicator (56%), B for 3.3%, C for 13.3%, D for 20%, E for 20%, and F for 16.7%. A score of 1 for an overall average value indicates no assessment. Therefore, the results can be concluded that the calculated value for each aspect indicator is still very high compared to the average results found for each scoring criterion. The assessment results were analyzed after parents implemented strategies as techniques for managing children's emotions. They also analyzed emotional development based on behavioral indicators of children's emotional maturity using a checklist of questionnaire data. During the parenting activities at ABA 13 Kindergarten in Malang City, parents presented the results of their implementation with their children, as follows :



Figure 1.4 Presentation of Results from Parents



Figure 1.5 Explaining Questions

Presentation of the results of techniques for handling children's emotional behavior from an early age. Of course, initial techniques require parents to understand their own condition in controlling their thoughts and feelings in handling emotions. This is to avoid being influenced by the emotional atmosphere that arises from the child's developmental phase. The stages in controlling parental emotions from children's emotions through the process of observing, listening, calming, asking, and explaining, leading to more frequent heart-to-heart communication. It is concluded that patience and calm are crucial for every parent in handling children's emotional behavior. In addition, meaningful communication techniques used by parents with children every day will be able to provide positive stimulus to thought patterns and souls as a concern for the child's growth and development from an early age. It is clear that the role of parents for children is not only limited to being a mother/father to their child, but can play many roles. Therefore, parents must be able to recognize and understand the needs of their child's emotional level through daily communication. As seen from the results of presentation 1.3, as follows:

Table 1.3 Percentage of Average Results of Parents' Emotional Maturity Behavior

Indicator	Results of the percentage of Parents' emotional maturity behavior			
	4	3	2	1
A	43,3%	43,3%	13,3%	0,00
B	30%	33,3%	36,7%	0,00
C	27%	50%	20%	0,00
D	63%	23,3%	10%	0,00
E	17%	57%	23,3%	0,00
amount	187,3	206,6	103,3	0,00
Average	36%	41,32%	20,66%	0,00

Information on the indicators of emotional maturity behavior in parents is shown in symbol A, which discusses the indicator of self-awareness. Symbol B discusses the indicator of self-management. Symbol C discusses the indicator of self-motivation. Symbol D discusses the indicator of empathy, and symbol E discusses the ability to build relationships. Chart 1.2 shows the results of the average percentage value of emotional maturity behavior in parents, as follows:

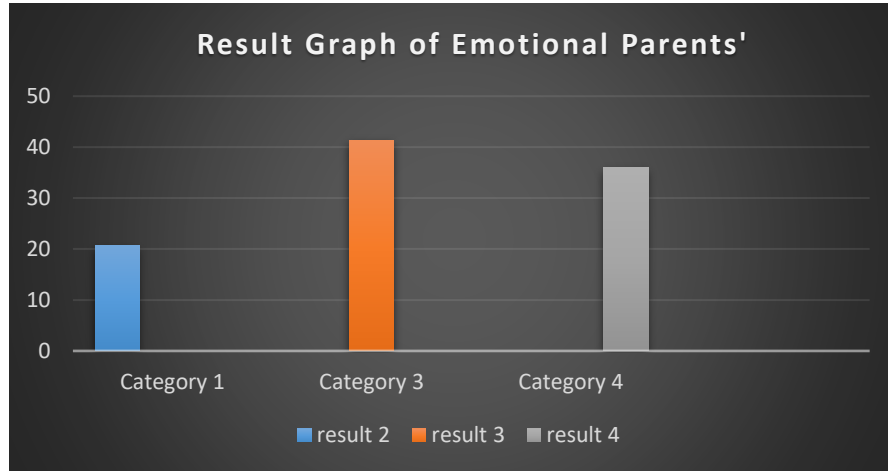


Chart 1.2 Graph of Percentage Results of Parents' Emotional Maturity Behavior

Details of the data calculation results show an average value that can be categorized as sufficient. Seen from the data calculation on score 4 of the five indicators of parental emotional maturity behavior with an average percentage of 36% is classified as very sufficient from the details of the data symbol A with a percentage of 43.3%, symbol B with a percentage of 30%, symbol C with a percentage of 27%, symbol D with a percentage of 63%, symbol E with a percentage of 17%. The calculation of the data on score 3 of the five indicators of parental emotional maturity behavior with an average percentage of 41.32% is classified as very sufficient from the details of the data symbol A with a percentage of 43.3%, symbol B with a percentage of 33.3%, symbol C with a percentage of 50%, symbol D with a percentage of 23.3%, symbol E with a percentage of 57%. The calculation of the results of the data score 2 of the five indicators of parental emotional maturity behavior with an average percentage of 20.66% is classified as very less from the details of the data symbol A with a percentage of 13.3%, symbol B with a percentage of 36.7%, Symbol C with a percentage of 20%. Symbol D with a percentage of 10%. Symbol E with a percentage of 23.3%.

Presenting the results with an average value, parents analyzed their emotional level according to their feelings. This assessment refers to behavioral indicators of parental emotional maturity. It's clear that each indicator has very significant results. These results can be used as a reference for self-awareness in today's environment, which has a significant influence through changes in attitudes, actions, and self-understanding in emotional control. One way to do this is by controlling parents' emotions towards their children's behavior because without violence, children will understand, and without coercion, children will understand. The key is how parents apply the 5M strategy: observing, listening, calming, asking, and explaining, in addressing children's behavior. This is not done through violence such as yelling, hitting, or ignoring things for long periods. Instead, the 5M method, which is connected to displacement, cognitive adjustment, and coping, will be seen to be achieved. Furthermore, parents must be quick, careful, and decisive. Every action parents take will determine the performance of their children's brain synapses, as follows:



Figure 1.6 Discussion of children's brain synapses



Figure 1.7 Strengthening techniques through coping strategy

The perceived goal of this community activity is for participants to gain knowledge about techniques for managing children's emotions that can be applied at home. A positive response from parents, evident in the question-and-answer session regarding emerging issues, prompted many to be more careful in handling children's emotional behavior from an early age. This impacts the synapses in a child's brain, which can determine whether the child's development progresses more slowly or more quickly. The ongoing program's follow-up is demonstrated by the speakers' openness to consultations via mobile phone regarding the participants' experiences, so that they can be directly applied to early childhood. Evaluation of the community research activity was conducted with parents of group B participants at ABA 13 Kindergarten in Malang City, discussing how to manage children's emotional responses based on the presentation of data collection techniques. The strengths of this research activity will also be analyzed, including the well-prepared material, the development of knowledge in developing strategies for managing or controlling children's emotional behavior based on current developments in the environment, and understanding children's emotional behavior based on their age. Prior to this, parents must understand their own circumstances when handling early childhood behavior. The shortcoming is that it only covers counseling on recognizing specific emotions for children aged 0-6 during the golden age, when early childhood enters the pre-operational stage. It also explains how to manage adult emotional behavior.

The challenge faced by participants was not being able to control their own emotions when dealing with inappropriate child behavior. Consequently, when children's behavior doesn't align with parents' expectations, parents typically respond by speaking in a high tone or using inappropriate language like "stupid" or "naughty," and sometimes pulling their ears with a very angry face. Afterward, parents sometimes feel satisfied with having expressed their anger, and sometimes feel guilty. However, the impact of this treatment will shape the child's personality, leading to emotional behavior such as stubbornness, hitting, yelling, and, during childhood, tantrums. As adults, children can become temperamental or arrogant towards their surroundings.

CONCLUSIONS

In the explanation above, it can be concluded from the first analysis based on the results of the overall average value in calculating the emotional maturity behavior indicator score for children, 99.7% and parents, 98.04%. The results of the emotional maturity behavior of parents are lower than the results obtained from the percentage of emotional maturity behavior towards children. This is because the optimal development of children's thinking power through positive emotional behavior. This is because the process of synapses in the child's brain influences the development of curiosity, but still under the direction and supervision of parents. In contrast, parents who have maturity in the way of thinking, but many thoughts influence their emotional behavior, from positive to negative, such as internal and external factors in their social environment. Thus, it will impact the lack of communication between parents and children. The second analysis, the lack of communication activities between parents and children through heart to heart. Communication also has numerous benefits for children. Of course, it will improve children's brain cells, making them work faster, such as the development of early childhood intelligence, which can be quick, agile/responsive, and intelligent. If emotional behavior problems in early childhood are handled differently and incorrectly, the child's brain will slow down. This will lead to stubbornness, tantrums, and a sense of stress in the child's thinking. Consequently, during the developmental period, children's development towards adulthood increases rapidly. Therefore, caution is needed in handling any deviant behavior that appears in children aged 0-6 years. This is because children's potential is highly developed, with a strong curiosity about current environmental changes. Research suggests that obstacles faced by parents can be overcome through a process of changing self-will to strive for a positive environment, increasing reading of books on handling children's emotional behavior, and striving to share stories about child development in every parenting activity. Parents need to understand the developmental period of children aged 0-6 years. They do not grow up to be naughty children, and there are no naughty or stupid children. However, current environmental changes have influenced them in many ways. Because, according to Hurlock's theory, children's characteristics during the 0-6 year period are still classified as abstract, egocentric, imitative, with highly developed memory processes, improved language styles, such as vocabulary expansion, and developmental aspects. Therefore, early guidance during this period is crucial. A single positive action taken by a child can have a significant impact as they grow into adulthood.

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