

Literature Study on the Influence of Parenting Styles as a Critical Challenge for Early Childhood Education Teachers

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ABSTRACT Parenting styles play an important role in determining the quality of early childhood development, making them a crucial topic of study for early childhood education teachers in understanding the dynamics of learning that occur in schools. This study aims to examine the influence of various parenting styles on child development and to identify the challenges faced by early childhood education teachers in aligning education at home and at school. This research employs a systematic literature review method by analyzing relevant scholarly articles related to parenting styles, social-emotional development, character development, and parent–teacher collaboration. The findings indicate that democratic and supportive parenting styles contribute positively to children’s social-emotional development and character formation, while authoritarian and permissive parenting styles tend to cause behavioral problems and difficulties in adapting to early childhood education environments. The discussion emphasizes that harmonious collaboration between parents and teachers is essential to create a consistent learning environment that supports the optimal development of young children.

KEYWORDS: *Early Childhood Education Teachers, Early Childhood Development, Parenting Styles.*

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INTRODUCTION

Early childhood education is a fundamental foundation in shaping the quality of human resources in the future. At this stage, children experience rapid development that encompasses physical, cognitive, language, social, emotional, and moral aspects. Therefore, they require appropriate and continuous stimulation to support their optimal growth and development. Early childhood is often referred to as the “golden age” because the development that occurs during this period greatly influences children’s future learning capacities and personality formation. As a result, the success of early childhood education depends not only on formal educational institutions but also on the family environment, particularly the role of parents in providing appropriate care and guidance.

Optimal child development is highly dependent on the quality of parenting provided by parents. Parenting styles shape children's behavior, attitudes, and emotional responses, which in turn influence their readiness to learn and interact in educational settings. In the context of early childhood education, parenting becomes a critical challenge for teachers because it significantly affects children's personalities and overall potential. Children who receive consistent guidance, emotional support, and appropriate discipline at home tend to demonstrate better self-regulation, social skills, and learning motivation. Conversely, children who experience inconsistent or ineffective parenting may show behavioral and emotional difficulties that hinder their participation in classroom activities. This indicates that parenting styles represent an important external factor that directly influences the success of teaching and learning processes in early childhood education settings.

The family, particularly parents, serves as the first and most important educational environment for children. From birth, children begin learning through interactions with their parents and other family members. These early experiences shape their understanding of relationships, communication, and acceptable behavior. Parenting styles have a significant influence on children's social-emotional development and character formation from an early age. For example, children who experience warm and responsive parenting tend to develop a sense of security and confidence, while those who experience harsh or neglectful parenting may struggle with emotional regulation and social interaction. The quality of parent-child interactions at home has direct implications for children's readiness to participate in learning activities within early childhood education institutions. Children who are accustomed to positive interactions and structured routines at home are generally more prepared to adapt to school environments.

In the context of formal education, early childhood education institutions function as a second environment that continues the caregiving and educational processes initiated at home. Early childhood education teachers play a vital role not only in delivering academic content but also in supporting children's social-emotional development and character building. Teachers are expected to create learning environments that are safe, nurturing, and stimulating, while also addressing the diverse needs of children. This role requires teachers to understand each child's background, including the parenting practices they experience at home. By understanding these factors, teachers can design appropriate learning strategies and interventions that support each child's development effectively.

The diversity of parenting styles applied by parents such as democratic (authoritative), authoritarian, permissive, and neglectful parenting presents unique challenges for early childhood education teachers in managing classroom learning. Each parenting style produces different behavioral patterns and learning characteristics in children. Democratic parenting, characterized by warmth and reasonable discipline, generally fosters independence and cooperation in children. Authoritarian parenting, which emphasizes strict rules and obedience, may lead to compliance but can also result in anxiety and reduced self-confidence. Permissive parenting, which allows excessive freedom with minimal guidance, may lead to difficulties in following rules and maintaining discipline. Neglectful parenting, characterized by limited involvement and attention, may result in emotional and developmental challenges. These differences require teachers to adopt flexible and adaptive approaches to accommodate children's varied needs.

In many cases, mismatches between parenting styles at home and pedagogical approaches at school can affect children's behavior and the overall effectiveness of classroom learning. For example, children who are accustomed to permissive parenting may struggle to follow classroom rules, while those raised in authoritarian environments may hesitate to express themselves or participate actively in group activities. Such conditions require early childhood education teachers to possess adaptive skills in responding to diverse student characteristics. Teachers must be able to balance classroom discipline with emotional support while fostering positive interactions among students. This complexity highlights the importance of teacher professionalism in early childhood education.

Teacher professionalism is essential in addressing the challenges associated with diverse parenting styles. Teachers are expected to continuously develop their competencies in pedagogy, classroom management, and communication with parents. Professional teachers are better equipped to identify children's needs, implement appropriate teaching strategies, and collaborate effectively with families. Continuous professional development enables teachers to remain responsive to changes in educational practices and societal expectations. In addition, teachers must maintain strong communication with parents to ensure consistency between home and school environments. Effective communication helps build mutual understanding and encourages parents to support their children's learning and development.

This study aims to examine in depth how various parenting styles influence the performance of early childhood education teachers and to identify strategies that can be implemented to improve the overall quality of early childhood education services. The discussion explores relevant literature to identify critical issues in parenting practices that affect teachers' work and interactions with children. It also examines how differences in parenting styles influence teacher-parent relationships and classroom dynamics. Understanding these factors is essential for developing strategies that support both teachers and families in promoting children's development.

Furthermore, this study analyzes effective strategies for building constructive partnerships between early childhood education teachers and parents, even when significant differences exist between parenting practices at home and educational approaches at school. Collaboration between teachers and parents is crucial for creating consistent learning experiences for children. When parents and teachers share common goals and communicate effectively, children benefit from a more supportive and coherent learning environment. However, teachers often face challenges such as heavy workloads and societal expectations, which can affect their motivation and teaching quality. Addressing these challenges requires institutional support and policies that recognize the importance of early childhood education.

Based on these considerations, studying the influence of parenting styles as a critical challenge for early childhood education teachers is both relevant and necessary. This literature review aims to comprehensively examine the influence of various parenting styles on early childhood development and their implications for teachers' roles in creating conducive and collaborative learning environments. By analyzing existing research, this study seeks to provide insights into the complex relationships between parenting practices, child development, and educational outcomes.

This literature review also examines the interaction between external factors such as social environments and learning facilities and parenting styles in shaping children's learning experiences in early childhood education settings. These factors collectively influence how children perceive and engage with learning opportunities. In addition, the study identifies policy implications that can support teacher professionalism, including the need for training programs and institutional capacity building. Strengthening institutional support systems can help create cohesive learning environments that promote children's optimal development.

Ultimately, this study is expected to contribute to the development of a comprehensive framework for understanding and addressing the challenges faced by early childhood education teachers in managing diverse parenting styles. By fostering stronger partnerships between teachers and parents and supporting teacher professionalism, early childhood education can more effectively support children's holistic development and prepare them for future learning and life experiences.

METHOD

This study is a systematic literature review that analyzes various sources related to parenting styles and their influence on the roles of early childhood education teachers. This method involves identifying, evaluating, and synthesizing findings from relevant studies in order

to build a comprehensive understanding of the complex interaction between family dynamics and early childhood education environments. The data collection process was carried out through a systematic search of scientific literature from various academic databases, focusing on journal articles and research reports that discuss parenting styles, early childhood development, and the challenges faced by early childhood educators. This approach enables the identification of trends and practical implications for the development of effective intervention strategies.

The literature review adopts a qualitative approach using a library research method, integrating information from various relevant previous studies to establish a comprehensive reference framework regarding the role of parenting styles in shaping early childhood character development. Through this approach, the study aims to highlight how different parenting practices influence children’s behavior, emotional development, and readiness to learn within early childhood education settings. Data were collected through documentation methods, including the selection and review of published academic works related to the topic. The collected data were then analyzed systematically by categorizing key themes, comparing findings across studies, and interpreting the results to identify consistent patterns and significant differences.

The overall process of data collection and analysis is illustrated in the figure below.



Figure 1 Data Analysis Process

RESULTS AND DISCUSSION

The results of the study indicate that parenting styles are a crucial factor that significantly influences early childhood development, particularly in the context of early childhood education. The findings from the reviewed journal articles examining the influence of parenting styles are presented in the following table.

No	Author & Year	Title	Findings
1	(Lelo & Liutani, 2023)	The Role of Parenting Styles and Their Implications for Children’s Social-Emotional Development	Parenting styles have a significant impact on children’s social-emotional development in early childhood education. During classroom learning activities, children demonstrate self-awareness through independence in choosing and completing activities assigned by the teacher.
2	(Astuti & Rofi’ah, 2022)	The Implications of Parenting Styles on Early Childhood Emotional Intelligence at TK PGRI 1 Camplong Sampang	Parents play an important role in raising and educating children. The implications of parenting styles on early childhood emotional intelligence include tendencies toward shyness, low emotional control, lack of empathy, difficulty adapting to others, low self-confidence, and fearfulness.
3	(Afia & Malik, 2024)	Collaboration Between Parents and Teachers in an Education-Based Parenting Model in Early Childhood	Collaboration between parents and teachers is a key element in creating an effective education-based parenting model in early childhood education.

No	Author & Year	Title	Findings
4	(Elan & Handayani, 2023)	Education The Importance of Parenting Styles in Shaping Early Childhood Character	The role of parents is essential in shaping children's character. Parenting practices must be carefully implemented because they are a major factor influencing character formation in early childhood. A child's character depends on the stimuli provided by parents and family.
5	(Ambariani & Rakimahwati, 2023)	The Influence of Parenting Styles on Early Childhood Character Formation	Appropriate parenting practices contribute to positive character development, and parents should identify suitable parenting approaches to instill character values in children.

Based on the review of five relevant journal articles, parenting styles were found to have a significant influence on early childhood development, particularly in social-emotional aspects and character formation. Children raised with positive parenting styles tend to demonstrate independence, self-awareness, and good adaptability in participating in early childhood education activities. In contrast, inappropriate parenting styles may negatively affect children's emotional intelligence, resulting in low self-confidence, difficulty controlling emotions, and challenges in social interaction within the school environment.

The findings also indicate that the diversity of parenting styles presents a challenge for early childhood education teachers in implementing effective learning. Collaboration between parents and teachers has been shown to play an important role in aligning education at home and at school, allowing teachers to adjust their pedagogical approaches according to children's characteristics. Therefore, the results of this study emphasize that teachers' understanding of children's parenting backgrounds is a key factor in supporting optimal early childhood development.

Furthermore, the findings highlight the importance of collaboration between parents and teachers in aligning parenting practices at home and at school. Inconsistencies between these two environments may cause confusion for children in understanding values and behavioral expectations. Through effective communication and sustainable partnerships, teachers and parents can create consistent parenting practices that support children's development, enabling learning processes in early childhood education to take place more effectively and sustainably.

A closer examination of these findings reveals that parenting styles are not merely a family background factor but an integral part of the early childhood education ecosystem. Parenting serves as the initial foundation that shapes children's readiness to receive educational stimulation in early childhood education settings. Children who are accustomed to structured, responsive, and supportive parenting at home tend to adapt more easily to the rhythms, rules, and learning demands at school. This indicates that the quality of learning processes in early childhood education cannot be separated from the quality of parenting that children receive within their families.

In addition, the findings suggest that differences in children's developmental achievements are not solely caused by curriculum factors or teaching methods at school, but also by the alignment of values between the home and early childhood education institutions. When the values taught at home align with those taught at school, children receive consistent reinforcement, enabling character internalization, emotional regulation, and social behavior to develop more optimally. Conversely, value misalignment may create internal conflicts in children that affect their behavior and learning motivation.

Moreover, this review highlights the importance of shifting the role of early childhood education teachers from being solely instructors to becoming parenting partners for parents.

Teachers are not only responsible for transferring knowledge but also serve as a bridge between parenting practices at home and learning experiences at school. Through this role, teachers can help parents understand children's developmental needs while providing guidance on parenting practices that support the overall goals of early childhood education.

Discussion

The Influence of Parenting Styles on Social-Emotional Development and Character

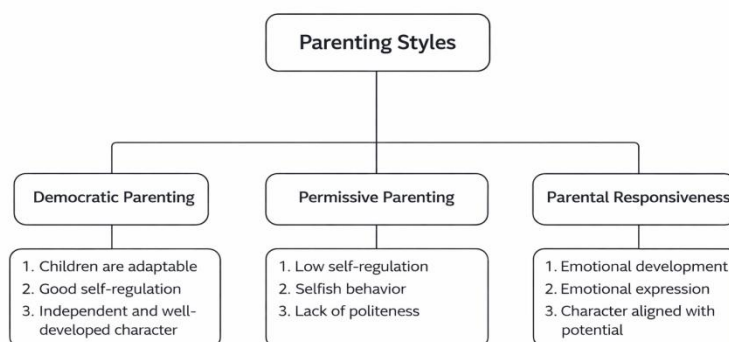


Figure 2. Diagram of the Influence of Parenting Styles

Parenting styles have a profound impact on the social-emotional development and character formation of young children. Supportive and democratic parenting styles are positively correlated with improvements in children's social and emotional skills. Children raised with democratic parenting tend to adapt more easily to their environment compared to those raised with permissive or authoritarian parenting styles. Democratic parenting is characterized by high expectations and responsiveness, providing guided freedom while considering children's physical, emotional, and spiritual development, enabling them to develop positive character traits.

In contrast, less responsive parenting styles may create adaptation challenges in early childhood education settings. Authoritarian parenting is often associated with children who are unhappy, fearful, insecure, and possess weak communication skills. These children may exhibit unstable social and emotional behavior, become easily irritated or angry, and show less respect for others. Similarly, permissive parenting, which provides excessive freedom without clear boundaries, may result in low self-regulation, difficulty accepting guidance, selfish behavior, and a lack of politeness. Research indicates that both authoritarian and permissive parenting styles are positively correlated with behavioral problems in children.

Parental responsiveness to children's learning needs, including an understanding of individual characteristics, is a crucial factor in developing early childhood literacy. Parental involvement through consistent communication with teachers, strong trust between parents and teachers, and collaborative approaches plays an important role in children's literacy development.

In addition to emotional aspects, parenting styles also influence the formation of children's learning habits from an early age. Children raised in families that consistently provide learning stimulation such as reading storybooks, engaging in simple discussions, and modeling language use in daily life tend to develop greater interest in literacy. Responsive parenting allows children to feel valued in the learning process, encouraging them to explore, ask questions, and naturally develop their language skills.

On the other hand, a lack of parental involvement in children's learning activities may lead to low early literacy readiness. Children who do not receive learning support at home may experience gaps in language and literacy skills when entering early childhood education settings. This condition requires teachers to provide additional interventions so that children can participate optimally in classroom learning. This demonstrates that the roles of families and early childhood education institutions complement each other in building the foundation of early literacy.

Furthermore, synergy between democratic parenting at home and appropriate teaching strategies in early childhood education is essential for fostering holistic child development. When parents and teachers share a common understanding of children's needs and characteristics, the learning process becomes more effective and sustainable. Strengthening positive parenting through collaboration between families and schools not only supports literacy development but also contributes to character formation and children's readiness for future educational stages.

Parenting Styles and the Formation of Religious Character

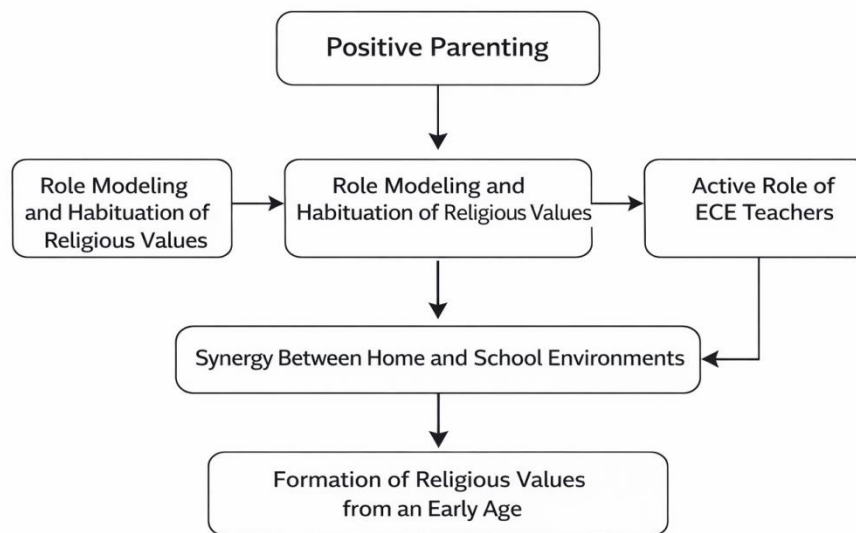


Figure 3. Diagram of Parenting Styles in Religious Character Formation

Collaboration between positive parenting styles and the active role of early childhood education teachers is essential in shaping the religious character of young children, particularly in the context of Islamic-based education. Character education through habituation plays an important role in internalizing religious values in preschool-aged children. Democratic parenting, which allows children to participate in decision-making, has been shown to be more effective in developing strong religious character.

Various parenting styles may be applied by parents, but usually one style tends to dominate the caregiving process. Parents play crucial roles as instructors, motivators, role models, and supervisors in instilling religious and moral values such as honesty, discipline, and respect for others in early childhood. The synergy between positive parenting at home and the active involvement of teachers in character education at school is essential for developing children's religious character from an early age. Balanced development of spiritual and social aspects is important, as children often imitate the behavior of adults around them. Family religious practices and positive communication have also been shown to strengthen the internalization of Islamic values in children.

Conversely, authoritarian parenting may hinder the internalization of religious values, as children may perceive religious practices as coercion rather than meaningful understanding. Effective religious and moral education in early childhood depends on harmonizing parenting practices at home with pedagogical approaches in formal educational institutions. Daily habits, such as greeting others politely or pausing activities during the call to prayer, are effective methods used by parents to shape children's character.

In addition to habituation, consistent role modeling by parents and teachers plays a central role in forming children's religious character. Children at this developmental stage tend to learn through imitation, making observable religious behavior more effective than verbal

instruction alone. When children see parents and teachers practicing worship, demonstrating politeness, and displaying good moral conduct in daily life, these values are internalized naturally and sustainably.

Integrating Islamic values into early childhood learning activities is also an important strategy for strengthening religious character. Activities such as prayers before and after lessons, stories about prophets, Islamic songs, and religious-themed educational games provide meaningful and enjoyable learning experiences. This approach helps children understand religious values contextually, making character formation a natural part of everyday learning experiences.

Consistency between home and school environments is a determining factor in the successful internalization of religious values. When the values and habits taught at school are not reinforced at home, the development of children's religious character may be less effective. Therefore, intensive communication between teachers and parents is necessary to align perceptions, goals, and strategies for religious and moral education.

Thus, the formation of religious character in early childhood is a collaborative process requiring active involvement from multiple parties. Democratic and supportive parenting, appropriate pedagogical approaches by teachers, and a conducive religious learning environment create a strong spiritual foundation for children. This foundation contributes not only to moral character development but also to the establishment of values that will guide children throughout their lives.

Challenges for Early Childhood Education Teachers

Table 2. Challenges for Early Childhood Education Teachers

Parenting Style at Home	Children's Characteristics in Class	Challenges for Teachers
Democratic	Independent, communicative, confident	Maintaining consistency in discipline and values
Authoritarian	Obedient but passive	Encouraging confidence and independence
Permissive	Undisciplined and difficult to manage	Instilling rules and responsibility
Neglectful	Low attention and motivation	Building emotional closeness and a sense of security

Early childhood education teachers often face challenges in aligning children's learning experiences at school with diverse parenting environments at home. Each child enters the classroom with unique behavioral patterns shaped by family interactions, parenting styles, and socio-cultural backgrounds. These differences influence children's social-emotional development, self-regulation, and learning readiness. Parenting styles in particular play a crucial role in shaping children's emotional and social competencies, which are essential for successful participation in early learning environments (Zheng, 2025). Research indicates that parenting approaches influence not only children's behavior but also their ability to regulate emotions and interact socially, making alignment between home and school environments essential for effective early childhood education (Zheng, 2025).

Even positive parenting styles present their own challenges in the classroom. For example, children raised with democratic or authoritative parenting tend to be independent and confident. While these traits are beneficial, teachers must maintain and further develop them through appropriate learning strategies that encourage collaboration and empathy. Children with strong independence sometimes require guidance in cooperative learning situations to ensure they can balance personal initiative with teamwork. Balanced parenting has been shown to support holistic development, but it still requires reinforcement in educational settings to ensure consistency in behavioral expectations (Saragih & Fuadah, 2024).

Meanwhile, children from permissive parenting backgrounds often experience fewer behavioral boundaries at home. As a result, they may struggle with self-control, discipline, and

task persistence. These challenges can hinder initiative and creativity because children may find it difficult to follow structured activities or complete tasks independently. Without clear guidance, permissive parenting can lead to inconsistent emotional regulation, which may affect classroom participation and peer relationships (Zheng, 2025). Teachers must therefore provide structured routines and supportive guidance to help these children develop self-regulation skills.

Children raised with authoritarian parenting may present a different set of challenges. While they often demonstrate discipline and obedience, they may struggle with initiative, creativity, and communication. These children may hesitate to express opinions or participate actively in classroom discussions because they are accustomed to strict authority structures at home. As a result, teachers must create supportive environments that encourage self-expression and confidence. Warm and supportive interactions can help children overcome fear of making mistakes and promote active engagement in learning activities (Lewis et al., 2023).

Neglectful parenting presents perhaps the greatest challenge for early childhood educators. Children from neglectful backgrounds often exhibit low attention, limited motivation, and difficulties forming relationships. These children may require additional emotional support and structured guidance to feel secure in the classroom environment. Teachers often serve as important attachment figures for these children, helping them develop trust and confidence in social interactions. Consistent teacher support has been shown to improve engagement and emotional well-being among young learners, particularly those lacking support at home (Lewis et al., 2023).

Differences between parenting practices at home and school environments may cause discomfort for children, highlighting the need for alignment between parents and teachers. When expectations at home differ significantly from those at school, children may experience confusion and stress. For example, a child accustomed to permissive parenting may struggle with structured classroom rules, while a child from an authoritarian home may find collaborative learning unfamiliar. This mismatch can affect both behavior and academic engagement. Strong collaboration between families and schools helps create consistent expectations and reduces adjustment difficulties (Otero-Mayer et al., 2025).

Harmonious collaboration between parents and teachers is essential to ensure optimal child development. Effective partnerships involve continuous communication, mutual trust, and shared responsibility for children's growth. Regular communication allows teachers and parents to exchange information about children's progress, behavior, and needs. Trust enables parents and teachers to work together in addressing challenges, while shared responsibility ensures consistent guidance for children across environments. Research consistently shows that strong family-school partnerships improve children's academic and social outcomes (Otero-Mayer et al., 2025).

Parenting programs at schools can help align perceptions and strategies between teachers and parents. These programs provide opportunities for parents to learn about child development, effective parenting strategies, and classroom expectations. Parenting workshops, seminars, and family engagement activities allow parents to better understand the importance of consistent guidance at home. Parental involvement has been shown to strengthen children's learning experiences and promote positive developmental outcomes (Nurhayati, 2020). Through these programs, parents and teachers can develop shared strategies to support children's social-emotional and academic development.

Character education is not solely the responsibility of schools but also requires active parental support at home. Values such as responsibility, respect, and cooperation must be reinforced consistently across environments. When children receive consistent messages from both parents and teachers, they are more likely to internalize positive behaviors. Conversely, inconsistent expectations may lead to confusion and behavioral challenges. Collaborative character education helps children develop strong moral foundations and positive social skills (Rahmadhini, 2023).

In addition to dealing with diverse parenting styles, teachers must implement differentiated learning approaches tailored to each child's characteristics. Differentiated instruction allows teachers to accommodate varying levels of ability, interest, and learning style. By adapting teaching strategies, teachers can ensure that each child receives appropriate support and challenge. This approach is particularly important in early childhood education, where developmental differences among children can be significant. Flexible teaching methods help create inclusive learning environments that support all learners.

Social-emotional competence among teachers is also essential for addressing diverse student needs. Teachers who demonstrate empathy, patience, and emotional awareness are better able to build positive relationships with children. Warm and responsive teacher–child interactions contribute to children's sense of security and belonging, which are essential for effective learning. Emotional support from teachers has been linked to improved social competence and classroom engagement (Lewis et al., 2023). Teachers who understand children's emotional needs can better support their development and help them overcome challenges related to parenting differences.

Institutional support from school leaders is equally important in fostering collaboration between teachers and parents. Schools must create policies and programs that encourage family engagement and communication. Leadership support ensures that teachers have the resources and time needed to build strong partnerships with families. Effective school leadership promotes a culture of collaboration and shared responsibility for children's development. Schools that prioritize family engagement tend to achieve better outcomes for children (Otero-Mayer et al., 2025).

Ultimately, the success of early childhood education depends not only on classroom learning quality but also on strong collaboration among teachers, parents, and schools. Consistent values, rules, and parenting approaches create supportive environments that promote children's social-emotional development, character formation, and readiness for future education. When teachers and parents work together, children benefit from stable and predictable environments that support their overall development. Strong partnerships between families and schools lay the foundation for lifelong learning and well-being.

CONCLUSION

Parenting styles have a significant influence on early childhood development, particularly in social-emotional development, character formation, and readiness to participate in early childhood education. Democratic and supportive parenting styles help children become more independent, emotionally regulated, adaptable, and positively developed in character. In contrast, authoritarian and permissive parenting styles tend to create behavioral problems, lower social skills, and adaptation difficulties in school environments.

Early childhood education teachers face major challenges due to the diversity of parenting styles at home, which often differ from pedagogical approaches at school. Therefore, partnerships between teachers and parents are crucial for creating consistent and supportive learning environments. Parenting programs, active communication, and strong collaboration between schools and families are essential to overcoming these challenges.

Parents are encouraged to increase their awareness and understanding of the importance of democratic, responsive, and consistent parenting practices appropriate to early childhood development. Teachers are expected to strengthen their roles as parenting partners through ongoing communication, guidance, and educational parenting programs. Early childhood education institutions should also develop collaborative policies and programs that actively involve parents in children's education. Through strong synergy between families and schools, children's social-emotional development, character formation, and learning readiness can be optimally supported in a sustainable manner.

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