
The Effect of Parenting Patterns and Digital Literacy on Social-Emotional Development in Early Children

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Abstract: Early childhood education is tasked with providing efforts to guide, stimulate, hone, and provide activities that will produce children with their abilities and skills. This study aims to reveal the effect of parenting and digital literacy on the social-emotional development of early childhood. The research methodology used is quantitative research with a survey approach. The population of this study was all group B students in Cluster 8 Pondok Cabe Ilir Village, totaling 285 students. The research sample is 205. The sampling technique uses random sampling. The research data were obtained from valid and reliable instruments. The results of the study 1) Parenting has a positive effect on the Social Emotional Development of Early Childhood; 2) Digital Literacy has a positive effect on Early Childhood Social Emotional Development; 3) Parenting and Digital Literacy simultaneously or simultaneously have a positive effect on Early Childhood Social Emotional Development; 4) The Variables of Early Childhood Social Emotional Development (Y) can be explained by Parenting Patterns (X1) and Digital Literacy (X2), so it can be concluded that the influence of Parenting Patterns and Digital Literacy together on Early Childhood Social Emotional Development by 60.4%.

Keywords: Digital Literacy, Parenting, Social Emotional Development.

INTRODUCTION

Early childhood education is tasked with providing efforts to guide, stimulate, hone, and provide activities that will produce children with their abilities and skills. Suyadi (2012) states that early childhood education is education that is held to facilitate the growth and development of children as a whole in the development of all aspects of personality. One aspect of child development is social-emotional development which includes children's behavior in their environment. Children's social and emotional development are two different aspects but cannot be separated from one another. In other words, discussing emotional development must intersect with children's social development. Vice versa, discussing children's social development must involve children's emotional development. Social behavior is very closely related to emotional behavior even though it has a different pattern. In understanding social-emotional development, we can observe the development of our children from infancy which will develop rapidly at the age of five. When we observe a child's social-emotional development, we can see how he

understands himself, who he is, how he relates to the people around him, what he expects from that relationship, is there a reciprocal relationship in that relationship, how does he maintain friendships, and how he deals with things or other people he doesn't like.

According to Van Tiel (2019), various factors influence children's social-emotional development which can be identified through the tabula rasa theory where this theory was born in the 18th century by an educational expert named Rousseau, who stated that every child born is someone born still clean like a blank white paper that must be written on so that a good child's personality is formed, a work of writing. The point here, in this theory people only see that the formation of a person is a result of education and upbringing. Or it can be said of environmental influences. But in the 19th century, a new theory that replaced the tabula rasa theory, namely Freud's psychoanalytic theory, was the opposite of the tabula rasa theory. Freud said that a child is born in the form of a bundle of factors except for the environment, the environment in which the child can later develop himself. Freud emphasized that the task of the environment

socializes children who are without social factors into social children. Meanwhile, in the 20th century, Rogers, a psychotherapist, explained that basically in the deepest heart of a human being, there is a need for appreciation of his environment so that he can develop himself positively. Thus a child who experiences negative development in the form of negative behavior as a result of an environment that does not give him stimulation and rewards. But now experts agree that the problem is not one of the two factors, innate or the most important environment, but these two factors (congenital and environmental) will affect a child's social-emotional development. As explained by Mather (2007) in their book *The First Three Years & Beyond* as a result of various studies on child brain development, it is known that each child will bring their uniqueness. The uniqueness of this child will have a very dynamic interaction with the environment. So now we will no longer say that one of the heredity factors (nature) or environmental factors (nurture) is more important, but the formula will be nature + nurture. Social development is characterized by maturity in social relations. Children's social skills can be trained at any time in interacting with other people so that they get direct experience. Children begin to be able to interact with people around them from the age of six months and begin to learn to know their environment. Social development is characterized by the child's ability to behave and act in front of other people in accordance with social norms in the surrounding community to act or behave in interacting with socialization elements in society (Hurlock, 1978). Ability in social interaction requires social competence. Children with low social behavior will face problems such as rejection, behavior problems, and low educational status when they enter Gresham school (Momeni et al., 2012). This ability is obtained by children through various opportunities or experiences associating with people in their environment, both parents, siblings, peers, and other adults. Preschoolers tend to express their emotions freely and openly, so that emotions can influence a child's personality and adjustment to their social environment.

The influence of the family in the formation and emotional development is very important. Many factors in the family are influential in the child's development process,

such as the child's social-emotional development which can be formed from the family environment and the environment around the child. This attitude is reflected in the parenting style of their children. Every parent has a certain parenting style. In addition, parents have the right to participate in choosing educational units and obtain information about their child's educational progress. Parenting style has an important influence on children's emotional development. Where emotional development is the most dominant factor in influencing success (success) in the future. By teaching children emotional skills they will be better able to deal with various problems. General categorizing parenting is divided into three types, namely democratic, authoritarian, and permissive parenting (Amanullah & Kharisma, 2022). Each of these patterns has its advantages and disadvantages. Based on these things, it can be seen that parenting style has something to do with the emotional development of children. This is in line to write this article so that parents can know and be able to choose and apply parenting styles for their children so that children can develop optimally according to their stage of development.

Parenting style on child development. Parenting consists of two words, namely pattern, and foster. According to the Big Indonesian Dictionary, pattern means style, model, or system. How it works, the shape (structure) is fixed. While the word foster has the meaning of looking after (caring for and educating) young children, guiding (assisting, training, and so on), and leading (heading and organizing) an agency or institution. But other experts provide other views, such as (Aslan, 2019) who states that parenting is an interaction between parents and children during their care. Parenting for millennial generation children cannot be separated from the development of digital technology. Parents must be technologically literate. With democratic parenting, there is a cooperation between parents in strengthening character education related to strong moral or moral values in children. Educate children in the digital era by adopting parenting styles that are not authoritarian because children do not like to be forced but are coaxed and tend to be left alone, but they must also be supervised by their parents. In addition, parents must also be able to understand the various applications that educate children and guide children to play them well and

supervise the use of this information media so that negative things that damage children's character education can be prevented. The type of parenting style applied by parents to their children determines the success of children's character education by the family and determines children facing the challenges of using this gadget. It could be that children who are educated through authoritarian parenting are better able to deal with challenges than children who are given freedom or are educated in an authoritarian style. Democratic and permissive parenting, because children who are educated in an authoritarian way become children who obey the rules of their parents so that they are smarter in self-control rules. And from the existing parenting patterns, it will return to the parents' own beliefs in what decisions will be taken and used to educate their children, while being good and helping children face challenges in the future. Parents play an important role in the education of their children. Since the child was born, their parents are always there beside him. Therefore, the child will imitate the behavior of his parents, because the first people the child knows are his parents. Family or household life shows the characteristics of character and every parent's sense of responsibility for the lives of their children in the present and the future. Even parents generally feel responsible for everything from the survival of their children. Therefore, there is no doubt that he acknowledges the responsibility for education consciously or not, and accepts it wholeheartedly or not, it is a "fitrah" that Allah SWT has ordained for every parent. They cannot avoid that responsibility because it is a mandate from Allah SWT given to them (Daradjat & others, 2017). Based on the above understanding, it can be concluded that parenting is an overall interaction between parents and children, in which parents who encourage children by changing behavior, knowledge, and values are considered most appropriate for parents so that children can be independent, grow and develop, healthily and optimally, have self-confidence, have curiosity, be friendly, and be success oriented. The challenge for generations in the Modern Era or Digital Era is the ability to control the use of gadgets and the role of parents in providing gadgets to their children, especially in early childhood who will become a generation that must be ready to face challenges and influences that exist both positive and negative. Information technology in the era of globalization and the

digital era has offered a form of convenience for every human being and even its presence has had an impact on human civilization (Ulfah & others, 2020). The rapid development of information technology causes rapid changes. Today's online social media can gradually involve the community in a new cultural pattern and determine the mindset and culture and behavior of the community. All forms of changes in the social structure greatly affect the lifestyle of individuals in society.

Research that discusses the variables of Parenting, Digital Literacy, and Children's Social Emotional Development includes, the results of their research show that parental treatment of children will affect children's social-emotional development (Sari & Mehmet Hayri, 2020). The impact caused by the wrong parenting style will form the wrong personality of the child, and vice versa if the parenting style is correct, then the formation of the child's personality will be correct. The results of his research revealed that the intensity of device use had a positive effect on student emotional intelligence. Digital on 1 dependent variable, namely on social-emotional development, in addition to its novelty, namely on the research object, namely group B students, namely early childhood aged 6-7 years. On this basis, the authors are interested in raising the title of the study entitled "The Influence of Parenting and Digital Literacy on Children's Social Emotional Development". The formulation of the problem is as follows 1) Is there an Influence of Parenting Style on Children's Social Emotional Development?; 2) Is there an influence of digital literacy on children's social-emotional development?; 3) Is there an influence of parenting and digital literacy together and simultaneously on children's social-emotional development?

METHODS

This study uses a quantitative research method with a survey approach. The population of this study was all group B students aged 6-7 years in Cluster 8 Pondok Cabe Ilir Village, Pamulang District, South Tangerang City, Banten Province. The population in this study was 285 students. The sampling technique in this study was taken randomly or randomly, and the number of samples was taken by all students who filled out the research instrument, totaling 205 students. Data collection in the form of scores

was taken using valid and reliable instruments, including parenting instruments, digital literacy instruments, and social-emotional development instruments in the form of attitude scale instruments (Arikunto, 2019). The instrument used was first tested on a trial sample in the study population but was outside the research sample. Data analysis technique using multiple regression analysis. For partial testing using simple regression, from the above study, a provisional allegation or temporary answer or hypothesis can be made from the research problem formulation as follows: a. There is an influence of parenting style on the social-emotional development of early childhood; b. There is an influence of digital literacy on the emotional and social development of early childhood; c. There is the influence of parenting and Digital Literacy together or simultaneously on the social-emotional development of early childhood.

FINDINGS AND DISCUSSION

After obtaining research data, further research data is described as follows: 1).

Parenting Variable The number of respondents was 205 parents of Early Childhood students with the lowest score of 40 and the highest score of 65, with an average score (mean) of 52.4537, score range of 25, standard deviation or standard deviation of 6.56148, score frequently occurring (mode) 56, mean (median) 53; 2). Digital Literacy variable, the number of respondents was 205 parents of Early Childhood students with the lowest score of 26 and the highest score of 68, with an average score (mean) of 47.5805, score range of 42, and standard deviation or standard deviation of 7.33643, score frequently occurring (mode) 51, mean (median) 48; 3). Social Emotional Development Variable, the number of respondents was 205 parents of Early Childhood students with the lowest score of 21 and the highest score of 68, with an average score (mean) of 55.9707, score range of 47, standard deviation or standard deviation of 7.81082, the score that occurs frequently (mode) is 68, the mean value (median) is 56. Below is a table of descriptions of the research variable data.

Table 1. Data Analysis Statistic

		Statistics		
		Parenting	Digital Literacy	Social Emotional Development
N	Valid	205	205	205
	Missing	0	0	0
Mean		52.4537	47.5805	55.9707
Std. Error of Mean		.45827	.51240	.54553
Median		53.0000	48.0000	56.0000
Mode		56.00	51.00	68.00
Std. Deviation		6.56148	7.33643	7.81082
Variance		43.053	53.823	61.009
Range		25.00	42.00	47.00
Minimum		40.00	26.00	21.00
Maximum		65.00	68.00	68.00
Sum		10753.00	9754.00	11474.00

The prerequisite test in this study tested the normality and homogeneity of research data. Following the results of the prerequisite test for data normality of the three variables by

conducting the One-Sample Kolmogorov-Smirnov Test, the following results were obtained:

Table 2. Data Analysis One-Sample Kolmogorov-Smirnov

		One-Sample Kolmogorov-Smirnov Test		
		Parenting	Digital Literacy	Social Emotional Development
Normal Parameters ^{a,b}	N	205	205	205
	Mean	52.4537	47.5805	55.9707
	Std. Deviation	6.56148	7.33643	7.81082

One-Sample Kolmogorov-Smirnov Test				
Most Extreme Differences	Absolute	.065	.062	.065
	Positive	.065	.062	.062
	Negative	-.057	-.060	-.065
Kolmogorov-Smirnov Z		.936	.888	.937
Asymp. Sig. (2-tailed)		.345	.409	.344
a. Test distribution is Normal.				
b. Calculated from data.				

From the table above the Asymp score. Sig. (2-tailed) for the parenting pattern variable, we get p-value = 0.345 > 0.05, thus the parenting style variable is normally distributed. The Digital Literacy variable obtained p-value = 0.409 > 0.05, thus the Digital Literacy variable was normally distributed and for the Social Emotional

Development variable, it obtained p-value = 0.344 > 0.05, thus the Social Emotional Development variable was normally distributed. Homogeneity test in this study by conducting Levene's Test of Equality of Error Variances obtained the following test results:

Table 3. Data analysis Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
0.909	2	612	0.404

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Kelompok

From the table above the results of the Levene test show a sig of 0.404 > 0.050 thus the three data groups come from homogeneous groups. The results of hypothesis testing are as follows:

Multiple Linear Equations and Significance Test of Regression Equation Coefficients. From the coefficients table above, the constants $b_0 = 13.281$ regression coefficients $b_1 = 0.449$, and $b_2 = 0.402$. So the multiple linear regression equation is $\hat{Y} = 13.281 + 0.449X_1 + 0.402X_2$. Hypothesis: $H_0 : \beta_1 < 0$ vs $H_1 : \beta_1 > 0$

and $H_0 : \beta_2 < 0$ vs $H_1 : \beta_2 > 0$. The results of the analysis, as summarized in the table, shows the statistical price for the coefficient of the variable X_1 , namely $t_{count} = 3.531$ and $p\text{-value} = 0.001/2 = 0.0005 < 0.05$ (right side test), or H_0 is rejected which means parenting has a positive effect on creativity. Furthermore, the statistical price for the coefficient of variable X_2 is $t_{count} = 3.528$ and $p\text{-value} = 0.001/2 = 0.0005 < 0.05$ (right side test), or H_0 is rejected, which means Digital Literacy has a positive effect on creativity.

Table 4. Data Analysis Digital Literacy

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	13.281	3.055		4.348	.000
1 Parenting	.449	.127	.378	3.531	.001
Digital Literacy	.402	.114	.377	3.528	.001

a. Dependent Variable: Perkembangan Sosial Emosional

Test of Significance of Multiple Regression Equations. $H_0 : = \beta_1 = \beta_2$ or $H_0 : \beta_1 - \beta_2 = 0$ and $H_1 : = \beta_1 = \beta_2$ or $H_1 : \beta_1 - \beta_2 = 0$. From the results of the analysis summarized in the ANOVA table above, it is obtained that the value of the statistic $F_{count} = 163.506$, and p-

value = 0.000 < 0.05 or this means H_0 is rejected. This means that there is a linear influence of Parenting and Digital Literacy variables on creativity. This also means that there is a simultaneous (simultaneous) effect of Parenting

and Digital Literacy on Early Childhood creativity.

Table 5. Data Analysis Anova Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8394,169	2	4197,084	163,506	.000 ^b
1 Residual	5493,241	214	25,669		
Total	13887,410	216			

a. Dependent Variable: Kreativitas

b. Predictors: (Constant), Literasi Digital, Pola Asuh

Double Correlation Coefficient Significance Test. Statistical hypothesis: $H_0 : \rho < 0$ and $H_1 : \rho > 0$ The significance test of the multiple correlation coefficient is obtained from the model summary table above. It can be seen that the multiple correlation coefficient ($R_{y.12}$) = 0.777 and F_{hit} (F_{change}) = 163.506, and p -value = 0.000 < 0.05 or H_0 is rejected. Thus the multiple correlation coefficient between X1 and X2 with

Y is significant or significant. While the coefficient of determination is shown by R Square = 0.604, which implies that 60.4% of the variability of the Early Childhood Creativity variable (Y) can be explained by Parenting (X1) and Digital Literacy (X2), so it can be concluded that the effect of Pattern Parenting and Digital Literacy together on Early Childhood Creativity by 60.4%.

Table 5. Analysis of Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.777 ^a	.604	.601	5,06649	.604	163,506	2	214	.000

a. Predictors: (Constant), Literasi Digital, Pola Asuh

Partial Correlation Coefficient Significance Test. The correlation between the quality of academic services (X1) and student satisfaction (Y) by controlling for the effect of online or online thesis trials (X2) ($r_{y1.2}$). From the results of the analysis in the table above it is

obtained ($r_{y1.2}$) = 0.304 and p -value = 0.000 < 0.05 or H_0 is rejected. Thus, the correlation coefficient between Parenting (X1) and Early Childhood Creativity (Y) by controlling for the Digital Literacy variable (X2) is significant.

Table 6. Data Analysis Correlation between Parenting and Creativity

Control Variables	Parenting	Creatifity
Parenting	Correlation	1.000
	Significance (1-tailed)	0.304
	df	214
Digital Literacy	Correlation	0.304
	Significance (1-tailed)	0.000
	df	0.214

Correlation between Digital Literacy (X2) and Early Childhood Creativity (Y) by controlling for the influence of Parenting (X1). The results of the analysis obtained ($r^2_{2.1}$) = 0.014, and p-value = 0.021 < 0.05 or H0 was

rejected. Thus, the correlation coefficient between Digital Literacy (X2) and Early Childhood creativity (Y) by controlling the Parenting Variable (X1) is significant.

Table 7. Data Correlation of Digital Literacy and Creativity

Control Variables			Parenting	Creativity
Creativity	Correlation		1.000	0.014
	Significance (1-tailed)			0.418
	df		0	2.14
Parenting				
Digital Literacy	Correlation		0.014	1.000
	Significance (1-tailed)		0.021	
	df		2.14	0

Discussion

Parenting has a positive effect on the Social Emotional Development of Early Childhood

The results of this study support Sunarti (2004)) parental care or better known as parenting is the attitude of parents in interacting, guiding, fostering and educating their children in everyday life with the hope of making children successful in living life. This. The same thing was stated by Euis that parenting is a series of intensive interactions, parents direct children to have life skills. Parenting style according to Sugihartono et al. (2012) is a pattern of behavior used to relate to children. The parenting style adopted by each family is certainly different from other families. Meanwhile, Supriyadi & Juwita (2023) explain that parenting is a pattern of parenting that applies in the family, namely how the family shapes the behavior of the next generation by following good norms and values and following people's lives. Parenting style is comprehensive education for children outside the home and inside the home to complement parenting in education and be accepted in the family (Harahap & Supriyadi, 2021). Parenting is an interaction between parents and children where parents provide stimulus to children by meeting children's needs, educating children, guiding children, and instilling moral values in children so that children can have discipline so children can grow and develop optimally with the reinforcement and stimulus provided by the parents (Harahap & Supriyadi, 2021). The results of this study are also in line with the results of Harahap & Supriyadi, (2021) with the title

Effects of Parenting Patterns on Early Childhood Learning Independence during the Covid-19 Pandemic. The results of his research revealed that parenting has a positive effect on early childhood independence. Meanwhile, parenting style is the attitude of parents in interacting with their children. Thus the first hypothesis in this study is supported by empirical data (Carmo et al., 2021).

Digital Literacy has a positive effect on the Social Emotional Development of Early Childhood

The results of his research concluded that a positive relationship is referred to as a unidirectional relationship which means that if facilities (tools and houses) tools, namely the internet, smartphones/gadgets, laptops and PC computers are increasingly available, calm, comfortable (adequate/satisfactory) then children's digital literacy is increasingly increased coupled with targeted and measurable support and guidance by parents and families at home (Salehudin, 2020; Supriyadi, 2020). In this case, it will foster a positive attitude in children's digital literacy from an early age in the future. The results of the study revealed: The intensity of use of student gadgets has a positive effect on emotional intelligence; The significance test obtained by the equation of the F hit regression line is smaller thus, Y or X regression is significant or the intensity of device use has an effect on emotional intelligence; The correlation coefficient of X and Y is significant or significant. The coefficient of determination is

0.652, which implies that 65.2% of the student's emotional intelligence variable varies. Thus the second hypothesis in this study is supported by empirical data

Parenting and Digital Literacy together or simultaneously have a positive effect on the Social Emotional Development of Early Childhood

Parental care or better known as parenting is the attitude of parents in interacting, guiding, fostering and educating their children in everyday life with the hope of making children successful in living life (Sunarti, 2004). This. The same thing was stated by Euis that parenting is a series of intensive interactions, parents direct children to have life skills. Parenting style according to (Sugihartono et al., 2012) is a pattern of behavior used to relate to children. The parenting style adopted by each family is certainly different from other families. Parenting is a pattern of parenting that applies in the family, namely how the family shapes the behavior of the next generation by following good norms and values and following people's lives. Morrison in (Harahap & Supriyadi, 2021) states parenting style is comprehensive education for children outside the home and inside the home to complement parenting in education and be accepted in the family. Parenting is an interaction between parents and children where parents provide stimulus to children by meeting children's needs, educating children, guiding children, and instilling moral values in children so that children can have discipline so children can grow and develop optimally with the reinforcement and stimulus provided by the parents. The results of this study are also in line with the results of Ernawati and Supriyadi's research (2021) with the title Effects of Parenting Patterns on Early Childhood Learning Independence during the Covid-19 Pandemic. The results of his research revealed that parenting has a positive effect on early childhood independence. Parenting style is the attitude of parents in interacting with their children. The results of the study revealed: The intensity of use of student gadgets has a positive effect on emotional intelligence; The significance test obtained by the equation of the F hit regression line is smaller thus, Y or X regression is significant or the intensity of device use has an effect on emotional intelligence; The correlation coefficient of X and Y is significant or significant. The coefficient of determination is

0.652, which implies that 65.2% of the student's emotional intelligence variable varies. Thus the third hypothesis in this study is supported by empirical data.

CONCLUSION

From the results of the research and discussion, it can be concluded: From the results of the research and discussion it can be concluded: 1) Parenting has a positive effect on the Social Emotional Development of Early Childhood; 2) Digital Literacy has a positive effect on Early Childhood Social Emotional Development; 3) Parenting and Digital Literacy simultaneously or simultaneously have a positive effect on Early Childhood Social Emotional Development; 4) The Variables of Early Childhood Social Emotional Development (Y) can be explained by Parenting Patterns (X1) and Digital Literacy (X2), so it can be concluded that the influence of Parenting Patterns and Digital Literacy together on Early Childhood Social Emotional Development by 60.4%.

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