

PARENTING PROGRAMS IN EARLY CHILDHOOD EDUCATION AND MENTAL HEALTH: A SCOPING REVIEW

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Abstract

The development of children's mental health is very crucial. In children's lives, various experiences and interactions obtained at that age have a significant role in shaping their psychological and personality aspects in the future. PAUD is an educational institution that plays an important role in supporting the aspect of child development and strengthening the basic foundation of children's personality. Through parenting programs, it helps parents in improving knowledge and skills in parenting and provides understanding to parents that good parenting will help the development of children's mental health. This study aims to identify the implementation of parenting programs in early childhood education and its impact on early childhood mental health using the scoping review method. This study refers to the framework of Arksey and O'Malley, with literature searches on the Google Scholar database through the Publish Or Perish search engine published in the last 10 years. The results of the review show that parenting programs in early childhood education show positive results in improving parental understanding and helping to prevent and even reduce children's mental health problems.

Keywords: parenting programs, early childhood mental health, early childhood education, children's emotional well-being.

Abstract

Perkembangan kesehatan mental anak merupakan hal yang sangat krusial dalam kehidupan anak, berbagai pengalaman dan interaksi yang diperoleh pada usia tersebut memiliki peran signifikan dalam membentuk aspek psikologis dan kepribadian mereka di masa mendatang. PAUD lembaga pendidikan yang memegang peranan penting dalam mendukung Aspek perkembangan anak dan memperkuat fondasi dasar kepribadian anak. Melalui program parenting membantu orangtua dalam meningkatkan pengetahuan dan keterampilan dalam mengasuh serta memberikan pemahaman kepada orangtua bahwa pengasuhan yang baik akan membantu perkembangan kesehatan mental anak. Penelitian ini bertujuan untuk mengidentifikasi pelaksanaan program parenting di PAUD dan dampaknya terhadap kesehatan mental anak usia dini menggunakan metode penelitian scoping review. Studi ini mengacu pada kerangka kerja Arksey dan O'Malley, dengan pencarian pustaka pada *database Google Scholar* melalui mesin pencarian *Publish Or Perish* yang dipublikasikan dalam rentang waktu 10 tahun terakhir. Hasil tinjauan menunjukkan bahwa program parenting di PAUD menunjukkan hasil yang positif dalam meningkatkan pemahaman orangtua dan membantu mencegah bahkan menurunkan masalah kesehatan mental anak.

Kata kunci: program parenting, kesehatan mental anak usia dini, PAUD, Kesejahteraan emosional anak.

INTRODUCTION

Children individuals who are in the growth and development stage have unique characteristics that reflect the developmental stages they are experiencing. therefore it

becomes very important in their overall development process. Children are individuals who are undergoing a holistic growth and development process, marked by progressive changes in physical, cognitive, emotional, and social aspects according to their age stage, with certain characteristics that make this stage very important for their developmental progress (Khadijah, 2016). Likewise, the development of children's mental health is very crucial. In a child's life, various experiences and interactions obtained at that age have a significant role in shaping their psychological aspects and personality in the future. The development of mental health in early childhood is a crucial stage in children, which plays a role in determining various important aspects of their future lives, including social, emotional, and cognitive functions (Fernando & Alpiah, 2024).

Early Childhood Education (PAUD) is an educational institution that plays a crucial role in supporting child development and strengthening the foundation of a child's personality. Children who experience appropriate care and stimulation from an early age will experience excellent mental health development. Good mental health will help children focus on learning, improve their performance, become productive individuals, and become independent. Children who receive optimal guidance from an early age are more likely to achieve optimal physical and mental health and well-being. This factor plays a role in supporting academic achievement, strengthening work dedication, increasing productivity, developing independence, and the ability to comprehensively actualize their potential (Nurachadijat & Selvia, 2023).

The parenting program at PAUD is a facility provided by PAUD institutions to help parents improve their knowledge and skills in parenting and to provide parents with an understanding that good parenting will help the development of children's mental health. A good parenting program can have a positive impact on children's mental health (Insiyah & Sulistyowati (2019). Positive parenting programs aim to prevent developmental, emotional, and behavioral disorders in children through an approach that focuses on improving parents' knowledge, skills, and self-efficacy in carrying out their parenting roles, which in turn supports the optimization of children's holistic development. Understanding children's moral reasoning is important for parents because it influences the formation of children's behavior (Insani, 2024).

Ali (2023) cited research conducted by several researchers such as Erskine et al. (2017), which showed that the most globally relevant mental health disorders in children and adolescents aged 5 to 17 years are related to five main aspects, namely autism, conduct disorders, depression, anxiety, and attention deficit disorders. The results of

research conducted by Ali (2023) revealed that factors that influence a person's mental health, both those that support well-being and those that cause mental disorders, can originate from unconscious childhood experiences, perceptions of reality, self-understanding, and learning processes that occur in interactions with the social environment.

Lack of parental involvement and care for children's education and development leads to feelings of anxiety and lack of guidance, which in more severe cases puts children at risk of deviant behavior. Lack of parental attention and supervision can make children feel anxious and in need of direction and guidance. This is important to ensure they are not easily influenced by negative environments when they are out of supervision, which risks leading to deviant behavior that deviates from religious and legal norms (Subur, 2016). In the results of research conducted by Kurniati et al. (2023) entitled "The Influence of Toxic Parenting Styles on Children's Mental Health, Kepong Guidance Center, Kuala Lumpur, Malaysia", identified a significant correlation between maladaptive parenting styles and children's mental health. Parenting styles, both in terms of guidance and care, have a profound impact on children's development, particularly their ability to express emotions adaptively. Unsupportive parenting styles have been shown to have substantial negative effects on children's psychological well-being, potentially leading to long-term mental disorders.

Early childhood is at risk for anxiety, depression, behavioral problems, low self-esteem, and feelings of hopelessness, often caused by inappropriate parenting and guidance patterns from parents. Furthermore, the habit of ignoring children's feelings is also a trigger for mental health problems in children. Inappropriate parenting styles can negatively impact a child's emotional development, increasing the risk of anxiety, depression, and behavioral problems. Toxic parenting, in which a child's needs and feelings are ignored, can leave children feeling insecure, lacking in confidence, and unappreciated. (Fitriannisa et al., 2024)

An appropriate parenting style, which is proactive, caring, and authoritative, can have a positive impact on the development of a child's self-confidence and independence. Furthermore, open communication and emotional support play a crucial role in helping children manage stress and develop psychological well-being. Providing a warm, sensitive, and authoritative parenting style can boost a child's self-confidence and independence, while open communication and emotional support help children cope with stress and develop positive social skills (Fitri, 2024).

Although various parenting programs have been implemented in early childhood education (PAUD), research exploring their impact on early childhood mental health is still limited. Previous studies have largely focused on emotional development training programs, but few have comprehensively examined which types of parenting programs are effective in supporting early childhood mental health comprehensively. This study aims to map the implementation of parenting programs in PAUD, their impact on early childhood mental health, and their effectiveness, through a scoping review approach. The results obtained in this study are expected to provide a source of literature related to the effectiveness of parenting programs on early childhood mental health as well as a guide for parents, teachers, and policymakers in supporting children's mental health through parenting programs.

METHOD

This study uses a scoping review framework based on the Arksey and O'Malley (2005) approach to comprehensively explore the implementation of parenting programs in PAUD. In carrying out a scoping review, there are a number of stages that need to be carried out by the researcher, as outlined by Arksey and O'Malley (2005). These stages include: (1) formulating research questions that are in line with the research objectives, (2) identifying relevant literature sources from various references, (3) selecting collected literature according to the research topic, (4) mapping and organizing the literature to be used, (5) compiling and reporting the results of the analysis of the selected literature.

The following stages were applied in this research:

First stage: identifying research questions

Initial stages in implementing *scoping review* by formulating research questions and adjusting them to the research objectives to be studied. The first question asked is: What parenting programs are implemented by PAUD institutions to support the mental health of Early Childhood? In addition, to what extent is the effectiveness of parenting programs in supporting the mental health of Early Childhood? and What are the results obtained from the implementation of parenting programs to improve the mental health of Early Childhood? These questions are formulated to explore various parenting programs implemented in PAUD institutions, analyze their impact on children's mental health, and describe the results that can be achieved through these programs.

Second stage: wheezingIdentify relevant literature sources

In the review process, researchers identify articles that are relevant to the research topic and establish two types of criteria, namely inclusion and exclusion criteria.

Table 1 Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion Criteria
Topic	Articles discussing parenting programs in PAUD and early childhood mental health.	Articles that are not related to parenting or early childhood mental health.
Population	Early childhood (0-6 years)	Children outside the early age range (above 6 years)
Type of Study	Empirical studies (qualitative, quantitative, or mixed-method) and reviews of relevant literature	Editorials, opinions, comments, or articles without empirical data
Publication Year	Articles published in the last 10 years	Articles published before the specified period
Accessibility	Articles available in full text for analysis	Articles that are only available in abstracts or require paid access that are not available
Context	Studies conducted in PAUD environments	Studies conducted outside the context of early childhood education (e.g., elementary school or general education)

Third stage: literature selection

At this stage, researchers conduct literature selection based on inclusion criteria obtained through search engines such as *Publish Or Perish* and select the Google Scholar database using systematically formulated keywords. The filtering process is carried out by reading the abstract, results, and conclusions, or reading the entire article if necessary. Based on the search that has been carried out, the researcher

obtained 200 articles from the database, 2 articles were searched manually, then a thorough selection was carried out and 7 articles were obtained that met the inclusion criteria.

Fourth stage: mapping and organizing the literature

At this stage, the researcher analyzes the literature that has been collected according to the research theme, then compiles the findings into a table matrix to facilitate information mapping and identification of the main findings.

Fifth stage: compiling and reporting results

At this stage, researchers conduct analysis, summarize and report the findings from the literature that has been obtained, by organizing information according to the topic being researched, in order to gain a comprehensive understanding of parenting programs and their impact on the mental health of early childhood.

RESULTS AND DISCUSSION

Table 2. Journal review matrix

Title	Writer	Year	Types of Parenting Programs	Results
Parenting Assistance for Mothers with Preschool-Aged Children through the Bright Mom Group at ABA Bangsalsari Kindergarten	Haryanti, D. Y., Suryaningsih, Y., Wijaya, R. A. P., Adilillah, R. L., Al Maghrobi, N., & Laksanawati, W.	2024	Mentoring	Group-based parenting support, with an effectiveness rate of 59.44% (moderate category), successfully increased mothers' understanding of parenting patterns that support children's physical and mental health, including managing gadget use. This program significantly contributed to reducing anxiety and stress in preschool children due to excessive technology exposure, and encouraged healthier interactions between parents and children through the Islamic Positive

				Parenting approach.
Implementation of Parenting Activity Models in Building Family Resilience to Overcome Early Childhood Stress Post-Covid-19 Pandemic	Sumitra, A., Santana, F. D. T., Suci, G. W., & Kolbiah, L.	2022	Construction	The research results showed that implementing this model had a significant positive impact. Ninety-eight percent of respondents reported that this parenting program helped increase family resilience and contributed to preventing and reducing stress in early childhood.
Seminar on Understanding Children with Attention Deficit Hyperactivity Disorder and Its Treatment	Amalia, R	2021	Seminar	The program's results provide teachers and parents with insights that enable them to identify children with ADHD early and formulate appropriate interventions. The structured approach contributes to improving children's problem-solving abilities while also helping reduce symptoms of impulsivity, which overall supports children's mental health development.
Socialization of Learning to Read, Write, and Arithmetic in Early Childhood with Great Parents.	Julianingsih, D., & Isnaini, I. D.	2022	Socialization	The results of the outreach activities showed that parents who previously experienced difficulties in assisting their children in learning to read, write, and count (CALISTUNG) and who tended to display more emotional behavior such as anger, which could

				potentially cause frustration, now felt a significant change. After gaining understanding through the outreach activities, the parents expressed high levels of satisfaction and enthusiasm. They were able to implement more enjoyable methods of learning to read, write, and count, which are guaranteed to prevent children from feeling frustrated while learning.
Socialization of Appropriate Parenting Patterns and Their Rights to Freedom in Sabilil Huda Al-Qur'an Education Park, Purworejo Village Ngantang, Malang Regency	Afwadzi, B., Susanto, M. H., Kurniawan, M. A. I. D., Ulatifa, F. M., Hasanah, A., & Darissalamah, N.	2023	socialization	The results of this community service activity indicate that outreach regarding appropriate parenting patterns and respect for children's rights to freedom significantly improved parents' understanding of effective parenting and their children's quality of life. Parents who previously tended to adopt harsh parenting patterns showed improvements in providing emotional support, attention, and freedom appropriate to their children's developmental stage and maturity.
Addressing depression in children after the eruption of Mount Merapi through game	Sumarni, A., Kristanto, C. S., Kusumadewi, A. F., Yuliani, S., & Kusumaningrum, N.	2019	training	After the training, the average knowledge of early detection and intervention for depression in children

training based on local cultural wisdom for teachers and parents of kindergarten students.				showed a significant increase, with the success rate increasing from 33.7 to 68.0. Skills in playing games based on local cultural wisdom also increased substantially from 43.9 to 85.2. In addition, the number of students showing depressive tendencies decreased from 37 children (67%) to 16 children (39%). These findings indicate that the training was effective in improving the knowledge and skills of teachers and parents in dealing with depression in children after the eruption of Mount Merapi.
The Effectiveness of Mindful Parenting Training in Reducing the Tendency of Child Maltreatment in Early Childhood	Rahma, MY, & Ruby, AC	2024	training	Research shows significant changes between pre-test and post-test results in mindful parenting training provided to parents at Aisyah Terpadu Birrul Walidain Kindergarten in Kudus, Central Java. These results demonstrate that mindful parenting training is effective in reducing the tendency for parents to maltreat their

				young children. This intervention contributes to reducing the risk of mental health disorders in children.
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In the table above, it can be concluded that the parenting programs that have been researched based on selected articles show positive results in increasing parental understanding and helping to prevent and even reduce children's mental health problems, although their effectiveness varies greatly. Most parenting programs have succeeded in achieving their main goals, namely by increasing healthy interactions between parents and children, reducing stress and anxiety, and providing better support in children's development.

While the parenting program through mentoring was moderately effective, it successfully increased parents' understanding of healthy parenting practices. The coaching parenting program demonstrated a significant impact on increasing family resilience and reducing stress in children. The seminar-based parenting program provided valuable insights for parents in detecting and managing ADHD in children. The CALISTUNG socialization program proved effective in reducing negative parental emotions, such as anger, and creating a fun learning method for children, which could previously cause frustration. Meanwhile, the parenting training program proved effective in preventing violence against children and reducing depression in children who experienced trauma.

Group-based mentoring program at ABA Bangasalsari Kindergarten with group formation *Bright Mom* is a strategy to assist mothers with preschool-aged children in implementing appropriate parenting patterns. Demonstrating a moderate level of effectiveness (59.44%), this assistance aims to improve mothers' understanding of positive parenting patterns that support children's physical and mental health, as well as healthier management of gadget use. Gadget use in infants has the potential to be a risk factor for neuropsychiatric disorders and premature childhood, and this should be prevented through parental understanding of the negative impacts of electronic device use (Erny et al., 2022). Based on research results, this program contributes to reducing anxiety and stress in preschool children caused by excessive exposure to technology. The principle of Positive Parenting is crucial for parents in educating children, with a primary emphasis on positive

attitudes demonstrated by parents (Haryanti et al., 2024). In this case, the group approach has proven effective because parents can share experiences and learn from each other. Factors supporting the success of this program are the active involvement of mothers in group discussions and the delivery of materials relevant to current issues in parenting.

A coaching program aimed at improving family resilience after the COVID-19 pandemic has shown very positive results, with 98% of respondents reporting that the program was effective in increasing family resilience and reducing stress in early childhood. The program provides parents with insight into how to manage stress within the family, which is crucial for maintaining children's mental health. Stress in children can have serious consequences for their mental health. A key factor in the program's success is clear education on parenting and the role of parents in creating a supportive environment that supports children's mental health development. The program also encompasses the overall family aspect, strengthening relationships among family members in coping with post-pandemic stress.

This seminar on recognizing children with ADHD provided information and instruction to parents and teachers on how to recognize and manage children with ADHD. Research has shown that this program successfully improved parents' and teachers' abilities to identify ADHD symptoms early and formulate appropriate interventions. Nurhidayah (2020) demonstrated that family-based early intervention is the most effective approach, as it not only contributes to the development of children's potential but also enhances parents' understanding and skills in supporting their development. This seminar had a positive impact on improving children's problem-solving abilities and reducing symptoms of impulsivity. The seminar's structured and participatory approach enabled parents to better understand their children's characteristics and how best to manage their behavior. The seminar's success was greatly influenced by the quality of the material provided and parents' involvement in discussions regarding intervention strategies.

The socialization of reading, writing, and arithmetic (CALISTUNG) learning conducted for parents has been proven to significantly reduce children's frustration in the learning process. Before the socialization, many parents experienced difficulties in assisting their children in learning reading, writing, and arithmetic, which often led to increased frustration in the children. After participating in the socialization, parents reported positive changes in the way they supervise their

children, by implementing more enjoyable learning methods through a playful approach. According to Nasir (2018), activities in kindergarten generally involve games using educational play equipment. This program successfully creates a positive learning experience and supports children's emotional development. The success of this socialization program depends heavily on the parents' ability to apply the learning methods taught during the socialization, as well as the creation of more harmonious interactions between parents and children.

Mindful parenting training conducted at Aisyah Terpadu Birrul Walidain Kindergarten demonstrated its effectiveness in reducing the tendency for violence against children, which can negatively impact their mental health. Mental violence refers to any form of behavior that can hinder a child's emotional development (Asy'ari, S., 2019). The study showed a significant improvement in parenting skills after the training, which resulted in a reduction in child maltreatment and an improved parent-child relationship. The program focuses on mindful parenting, enabling parents to be more aware of their child's behavior and reduce overly emotional reactions. The program's success is influenced by parents' willingness to implement the parenting techniques taught in the training and a supportive environment.

An intervention to address depression in children following the eruption of Mount Merapi through training on games based on local cultural wisdom held for teachers and parents has demonstrated significant effectiveness. This training aims to help improve the knowledge and skills of teachers and parents in managing depression in children by utilizing traditional games. These games serve as a medium to reduce stress and improve the quality of emotional relationships between children and parents.

The training results showed a significant increase in participants' understanding and skills. Knowledge regarding the detection and treatment of childhood depression increased from 33.7% to 68%, while skills in implementing games based on local cultural wisdom increased from 43.9% to 85.2%. As a result, the number of children showing symptoms of depression decreased from 67% to 39%. The success of this program depends heavily on the active involvement of parents and teachers in implementing the approaches learned during the training.

CONCLUSION

Based on research conducted using predetermined keyword searches and selecting articles based on standard inclusion criteria, it can be concluded that the parenting programs studied demonstrated positive impacts in improving parental understanding and supporting early childhood mental health. Although their effectiveness varied, most programs successfully achieved their goals, such as increasing healthy parent-child interactions, reducing stress, and supporting child development.

The results of the study show factors that influence the success of parenting programs such as active parental involvement, providing relevant education on current issues with the application of gadget management and mindful parenting techniques, the quality of programs that are easy to understand, and social and community support.

This research also emphasizes how important it is to maintain and help the development of mental health in early childhood, through positive parenting, where in the crucial development of children, experiences and receiving stimulation can influence the child's personality, emotional development and quality of life.

In conclusion, this study provides an understanding that parenting programs organized by PAUD institutions can have a positive impact on the quality of parental care and increase understanding regarding parenting and help the development of children's mental health.

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