



AUTHORITATIVE PARENTING AND THE DEVELOPMENT OF PRE - SCHOOL AGE CHILDREN AT AL-AMIN KINDERGARTEN, MOJOROTO KEDIRI

Jajuk Winarni, Dewi Retno Puspitosari, M.Khoirudin

STIKes Ganesha Husada Kediri

Email : dewi_retno_p@stikesganesshusada.ac.id

ABSTRACT	Keywords
Preschool is an important period in a child's development. In reality, not all children can go through their growth and development period optimally because they experience disturbances in the growth and development process and various other factors. Parental parenting styles in child development really help children achieve and undergo normal growth and development according to their age level. This research aims to determine the relationship between parenting patterns and the development of preschool children at Al Amin Kindergarten Mojoroto Kediri. This research uses a cross sectional approach. Sampling used a total sampling technique with a total sample of 48 respondents (parents and children). The data collection technique was carried out by distributing parenting style questionnaires and observing the child's development. The data results were processed using univariate and bivariate analysis (Chi-Square). The research results showed that 43 (89.6%) mothers implemented a democratic parenting style and 21 (43.8%) children had development appropriate to their age. Based on the results of data processing, there is a relationship between parenting patterns and the development of preschool children at Al Amin Kindergarten Mojoroto Kediri (p-value 0.013). Based on this research, teachers are expected to carry out regular development assessments every year and provide education to parents about how to apply parenting styles and how to stimulate children's development so that activities to stimulate children's growth and development can be carried out in a coordinated manner in the form of a partnership between teachers and parents.	Authoritative Parenting, Child Development, Preschool

INTRODUCTION

Children are an inseparable part and are the fruit of love from their parents. In child development, there is a critical period, namely the period when children are under five years old. In the first five years of life, the child's growth and development process runs very rapidly and optimally, that is, children really need stimulation or stimuli that are useful for their development. Children's development is greatly influenced by the environment and interactions between children and their

parents. Child development will be optimal if social interactions are in accordance with the child's needs at various stages of development. Meanwhile, an unsupportive environment will hinder children's development. (Adrian 2013).

Children have the ability to learn faster than those at other ages. Children need love and nurturing to foster a sense of security and trust which will later develop into a sense of trust as they grow. Children will grow, learn and develop quickly if they receive affection, love, attention, encouragement and mental

stimulation. Understanding the stages of child development will help parents understand what to expect and how parents can help children to grow and develop. Both parents and family members need to be involved in the care, upbringing, growth and development of children. Caregivers have a close relationship in the child's development process (UNICEF, 2010).

Parental love is one of the needs that children need to grow and develop as optimally as possible (*Narendra , et al , 2008*). One factor in child development is the nurturing environment. In the parenting role of parents, it is very important to monitor children so that children can grow and develop well. Parents need to know and recognize the characteristics and principles of a child's development. Interaction between children and parents is very beneficial for the child's overall development process. Children whose growth and development are good will ensure good survival for their future (Maryam, 2015).

Based on Sapril (2013), states that there is a relationship between parenting styles and child development at the age of 3-5 years. Parenting styles aim to ensure that children grow and develop optimally. In implementing parenting styles, parents need to pay attention to the uniqueness of their children. Children have unique characteristics from one child to another, so parents can apply several parenting patterns alternately to deal with children (National Population and Family Planning Agency, Family Development for Toddlers and Children, 2013). Parents play a role as the main educators in children's development. Children who receive good parenting will develop optimally. Early childhood education is coaching and training so that children have certain abilities that are needed in their lives, now and in the future. The success of children's education in a family is greatly influenced by how parents care for their children. Because the family is a forum for children to gain knowledge, experience and understanding (Siswanto, 2010).

The results of this research conducted by Aryana (2009) , stated that there was a significant relationship between maternal knowledge about child development and the gross motor development of children aged 4-5 years and a significant relationship between maternal knowledge and the fine motor development of children aged 4-5 years. Then the results of research conducted by Werdingsih (2012), stated that there is a relationship between the mother's role in fulfilling children's basic needs and the development of fine motor, gross motor and social personality in preschool children aged 3-6 years. Currently, various early detection methods to determine child development disorders have been created.

Likewise with screening to find out diseases that have the potential to cause developmental disorders in children. Early detection of a child's development is very useful so that treatment and recovery can be carried out earlier, so that the child's growth and development can take place as optimally as possible. Developmental screening is a routine procedure in checking children's daily growth and development which can provide clues as to whether there is something that needs attention. Children can be said to experience overall developmental delays when the child experiences delays in more than developmental domains (Soetijningsih, 2012). Parenting is the interaction of children with parents who educate, guide and discipline and protect children to reach maturity with existing societal norms (Edwards, 2006). Children's interactions with adults and each other in the school environment can stimulate the child's development. The aim of this research is to determine the relationship between parenting styles and the development of preschool children.

Parenting styles are divided into 3 types, namely democratic, authoritarian and permissive parenting styles. Democratic parenting is a type of parenting in which parents balance affection and emotional

support with structure and guidance in raising children. Children with this parenting style tend to be independent, have positive relationships with their peers and are more confident. Authoritarian parenting is a pattern of parenting that is coercive, harsh and rigid. In authoritarian parenting, parents make various rules that children must obey without knowing the child's feelings. Children with this parenting style can be shy, full of fear and tend to have difficulty being independent. Permissive parenting is a parenting style that does not care about children. Whatever the child wants to do is allowed. Children with this parenting style tend to be spoiled, very demanding, lack self-confidence and get easily frustrated (Edward, 2006; Santrock, 2007). The parenting style that parents apply to their children has quite a big influence on the child's life in the future. The parenting style used certainly varies between parents. Each parenting style has certain characteristics which result in a variety of child behaviors displayed. The correct parenting style can be achieved by providing loving attention to children and sufficient time to enjoy togetherness with all family members (Desmita, 2015).

The main aim of parenting is to maintain physical life and improve children's health, facilitate children to develop abilities in line with their developmental stages, and encourage increased ability to behave in accordance with the religious and cultural values they believe in. Parental parenting patterns regarding growth and development really help children achieve and undergo normal growth and development according to their age level (Supartini, 2012). Family care during the first five years of life greatly influences the 4 domains of development, namely motor, cognitive, language and socioemotional children. These aspects have a big influence on children's development and behavior in the future. Children can be said to experience overall developmental delays when the child experiences delays in more than two developmental domains

(Soetjiningsih, 2012). Parents' treatment of children influences children's attitudes and behavior. The process of implementing parenting styles for children cannot be separated from various elements such as discipline at home, determining punishments, as well as tolerance for the child's wishes and in terms of decision making. In raising children, parents tend to use certain parenting patterns. This personal social ability is influenced by the parenting style that parents apply to their children. If the parenting style applied is good then the child's personal social abilities are positive (Hurlock, 2012).

Parents play an important role in optimizing children's development. Parents must always provide encouragement or stimulation to children in all aspects of development, both gross and fine motor skills, language and social personality. Stimulation must be provided regularly and continuously with affection, play methods, etc. So that children's development runs optimally, lack of stimulation can cause delays in children's development (Ministry of Health, 2009).

Based on the problems above, the researcher is interested in conducting research related to the problem of the development of preschool aged children with the research title "The relationship between parenting patterns and the development of preschool children at Al Amin Kindergarten Mojoroto Kediri".

METHOD

research uses correlation analytics with a cross-sectional approach. Correlation analytical studies are techniques used to analyze the relationship between independent variables and dependent variables. This research design studies the relationship between parenting styles and the development of preschool children. Time and Place This research was conducted in January-February 2023 at Al Amin Kindergarten Mojoroto Kediri. The population in this study were all parents at Kindergarten Al Amin Mojoroto Kediri. The research instrument used was a questionnaire. The number and method of sampling used *Stratified Random Sampling*.

Sample criteria include inclusion criteria and exclusion criteria. Where these criteria determine whether or not the sample can be used. Inclusion criteria are criteria where research subjects represent research samples that meet the requirements as samples. The data analysis technique used was the *Chi-square test approach*.

RESEARCH RESULT

Table 1 Distribution of parenting patterns applied by parents to preschool-aged children at Al Amin Kindergarten Mojoroto Kediri

Parenting	Frequency	Percentage
Authoritarian	5	10.4
Democratic	43	89.6
Total	48	100

Table 2 Distribution of development in preschool age children at Al Amin Kindergarten Mojoroto Kediri

Development	Frequency	Percentage
In accordance	21	43.8
Doubtful	19	39.6
Digress	8	16.7
Total	48	100

Table 3. Distribution of the relationship between parenting styles and development in preschool children at Al Amin Kindergarten Mojoroto Kediri

Parenting	Development						Total	P Value	
	In accordance		Doubtful		Digress				
	F	%	F	%	F	%	F	%	
Authoritarian	0	0	2	4.0	3	6.0	5	10.0	0.013
Democratic	21	43.8	17	35.4	5	10.6	43	89.0	
Total	21	43.8	19	39.6	8	16.7	48	100	

DISCUSSION

1. Description of parenting patterns applied by parents to preschool children at Al Amin Kindergarten Mojoroto Kediri

Based on the research data in table 1 regarding the parenting patterns applied by parents to preschool children, it is known that almost all of the 48 respondents applied democratic parenting, namely 43 (89.6%) mothers, while only a small portion applied authoritarian parenting, only as many as 5 (10.4%) mothers and no one applied a permissive parenting style. The results of this research show that the majority of parents apply a democratic parenting style to their children.

The results of this research are in accordance with Nofriyati (2016) who conducted research on parenting patterns and the development of pre-school age children in West Sumatra, explaining that the majority of parents have democratic parenting patterns, namely 34 mothers (81.0%). This is the same as research by Dewi and Pujiastuti (2012) which shows that the majority of parents (70.3%) in kindergarten in their research used

democratic parenting styles. Parenting is a pattern of interaction between parents and children. Parenting style is the way parents provide guidance, direct and encourage children on a daily basis (Edward, 2006).

The parenting style that parents apply to their children in life will have quite a big influence on life in the future. The parenting style used certainly varies from one person to another. Each parenting style has certain characteristics which result in a variety of child behaviors displayed. The correct parenting style can be achieved by giving loving attention to children, giving them enough time to enjoy being together with all family members (Desmita, 2015).

Based on research data that researchers have conducted, it is known that the majority of parents apply a democratic parenting style. This can be seen from research data that has been obtained through analysis of questionnaires because parents regulate all my child's activities, make rules that can be challenged by my child, supervise everything my child does, give reasons to the child if he forbids him from playing, respect the child's opinion, monitor the child's progress at school, listen to the child's reasons when they make a mistake, not obey the child's wishes, require discipline in all the child's activities, and continue to punish or reprimand if the child makes a mistake. From the results of this research, it is known that the parenting style that many parents apply is democratic parenting. This shows that the child's parents prioritize the child's interests more, give the child the freedom to choose and take action, and their approach to the child is warm. According to Santrock (2007), parents with a democratic parenting style show love and warmth to their children. They must listen actively and attentively, and provide regular positive meeting time with children.

Parents build an open attitude between parents and their children when making mutually agreed decisions or rules, children are given the freedom to express their opinions, feelings and desires and learn to be able to respond to other people's opinions. Based on research data that researchers have conducted, it is known that a small percentage of parents apply an authoritarian parenting style. This can be seen from research data that has been obtained through analysis of questionnaires because parents regulate all children's activities, give whatever orders I want to children, make rules that cannot be challenged by children, supervise everything the child does, punish children if they not obeying the rules given, not supporting every activity the child does, missing out on every child's development, not complying with all my child's wishes, and requiring discipline in all my child's activities. From the research results, it is known that in this authoritarian parenting style, parents tend to force, order, and punish if the child does not want to do what the parents say. According to Santrock (2007), authoritarian parenting is parenting that is rigid, strict, dictatorial, lacking affection and sympathy, and forcing children to always follow their parents' orders without the need to explain to the child the purpose and reasons behind these rules.

Authoritarian parenting can have a negative impact on children, where children feel unhappy, afraid and have poor communication skills. This parenting style increases children's dependency, hinders the development of self-confidence because they do not learn to overcome their own problems and challenges or have everything provided by their parents and children feel inferior in the eyes of their siblings and friends (Wong, 2009). Based on the discussion above, the parenting style that is widely applied by parents at Al Amin Mojoroto

Kediri Kindergarten is democratic parenting.

This is because parents do not restrain or control children too much and still provide what the child needs. So in this case the appropriate parenting style given to children is democratic parenting.

2. Description of Development in Preschool Children at Kindergarten Al Amin Mojoroto Kediri

Based on research data in table 2 regarding development in preschool children, it shows that of the 48 respondents, 21 (43.8%) children had appropriate development, 19 (39.6%) children had doubtful development, and 8 (16.7%) children had doubtful development.) children with deviant development. The results of this research show that some children have appropriate development. The results of this research are in accordance with Nofriyati (2016) who conducted research on parenting patterns and the development of pre-school age children (3-5 years) explaining that the majority of children's development was according to development, namely 37 children (88%). This is the same as research by Dewi and Pujiastuti (2012) which shows that the majority of children (70.3%) develop according to their developmental stage. According to Hurlock (2012) children's development has a regular, sequential and predictable pattern. Each of these stages requires understanding and routine monitoring from parents. Preschool childhood is an important period in a child's development. During this period, the development of language skills, creativity, social awareness and intelligence proceeded very quickly and was the basis for subsequent developments.

According to Frankenburg (1981 in Supartini 2012) there are four developments in toddlers (preschool age), namely personality or social behavior

(Personal Social), fine motor skills (fine motor adaptive), gross motor skills (gross motor), and language (Language). Child development can be seen from the child's ability to speak, play, count, read and others. Children's growth and development can also be seen from social behavior in the child's environment. Based on data from research that researchers have carried out, data is obtained that on average children have development that is appropriate to their age, where children can or are able to carry out several activities or stages according to their developmental age. Several stages that can be carried out by all children are that children can button their clothes, stand without holding on, can distinguish long lines, and point out the dimensions of a rectangular triangle shape. This shows that almost all stages or most of the tasks given can be carried out by children. In reality, not all children can go through their growth and development period optimally because they experience disturbances in their growth and development process. This is in accordance with research data where there are still children with doubtful and deviant development. This is because there are children who are unable to pass through or carry out more than 2 stages of development. Basically, there are several possibilities, such as it could be because the child is not able to carry out these stages or it could also be because the child is lazy about carrying out these stages. According to Soetjningsih (2012), factors that influence children's development can be grouped into two, namely internal factors and external factors.

Internal factors consist of genetics and hormonal changes. Environmental (external) factors consist of two, namely prenatal and postnatal. Prenatal factors (during pregnancy), including nutrition, toxins, chemicals, infections, maternal immunological and psychological disorders. Postnatal factors include

maternal knowledge, nutrition, cultural environment, socio-economic status, physical environment, parenting environment (parenting patterns), stimulation in child development, and sport or physical exercise. Based on research results, it is known that almost some children already have appropriate development. However, there are still some children who have doubtful and deviant development. So it is necessary to monitor the child's development to determine whether there are problems in the child's development.

3. The Relationship between Parenting Style and Development in Preschool Children at Al Amin Kindergarten Mojooroto Kediri

Based on the results of statistical tests using the chi square test on the research data in table 3, it was found that the pvalue was $0.013 < \alpha (0.05)$, then H_a was accepted, which means there is a relationship between parental parenting patterns and the development of preschool children at Al Amin Kindergarten Mojooroto Kediri. The results of this research explain that parenting styles can influence or determine how preschool children develop. The results of this research are in accordance with research conducted by Yani (2012) which shows that there is a relationship between parenting patterns and the personal social, motor and language development of preschool children. The same thing as Fatimah's (2011) research shows that there is a relationship between parenting styles and child development. Research by Dewi and Pujiastuti (2012) also shows that there is a relationship between parents' parenting styles and the development of preschool children. Parental parenting styles in child development really help children achieve and undergo normal growth and development according to their age level (Supartini, 2012). Parents' treatment of children will influence the child's attitudes

and behavior. In raising children, parents tend to use certain parenting patterns. This personal social ability will be influenced by the parenting style that parents apply to their children. If the parenting style applied is good then the child's personal social abilities will be positive (Hurlock, 2012).

Family care during the first five years of life greatly influences the 4 domains of development, namely motor, cognitive, language and socioemotional children. Parents must always provide encouragement or stimulation to children in all aspects of development, both gross and fine motor skills, language and social personality. So that the child's development runs optimally, lack of stimulation can cause delays in the child's development. Children can be said to experience overall developmental delays when the child experiences delays in more than two developmental domains (Soetjiningsih, 2012 and Indonesian Ministry of Health, 2009).

Based on the research data in table 1, it shows that of the 5 parents who implemented an authoritarian parenting style, the majority of children experienced deviant development, 3 children (60%) and a small number with doubtful development, 2 children (40%). The results of this research explain that children who are raised with an authoritarian parenting style tend to have children with doubtful and deviant development. This can be due to the criteria or characteristics of an authoritarian parenting style which is quite harsh on children and overly protective of children and punishes them if they make mistakes. Based on research data, it is known that children who experience doubtful and deviant development in authoritarian parenting are because children are often scolded by their parents if they make mistakes. While making observations, there were parents who shouted at their children when they couldn't do steps such as standing on one

leg. Apart from that, children are afraid that doing something will be wrong or not according to their parents' wishes, so in this case children sometimes during their development stages are hesitant about doing it so they can't do it. According to Edward (2006), authoritarian parenting is parenting that is rigid, strict, dictatorial, lacking affection and sympathy, and forcing children to always follow their parents' orders without the need to explain to the child the purpose and reasons behind these rules. Parents get emotional and angry if their children do things that are not what their parents want. Children often receive mental and physical punishment for the reason that they continue to remain obedient and disciplined and respect the parents who have raised them. So, in this case, authoritarian parenting can cause delays in children's development due to poor psychological needs and stimulation of children's development.

Based on the research data in table 3, it shows that of the 43 parents who implemented democratic parenting, it was found that almost half of the children had appropriate development, 21 respondents (48.8%), and only a small number of children had doubtful development, 17 children (39.5%).) and deviant development in 5 children (11.6%). The results of this research show that children with democratic parenting can have appropriate development. However, it is also possible that children may experience doubtful and deviant development. This is because each parent's parenting style is different, apart from that there are other factors that can influence a child's development.

According to Desmita (2015), democratic parenting is a parenting style that prioritizes the interests of children, but does not hesitate to control them. Parents with this parenting style are rational, always basing their actions on ratios or thoughts. This type of parent is also

realistic about their child's abilities, not having excessive expectations that exceed the child's abilities. This type of parent also gives children the freedom to choose and take action, and their approach to children is warm.

According to Hidayat (2008), children's basic needs for development are classified into three, namely *asuh* (physical-biomedical needs), *asih* (emotional and affectional needs), and *asah* (mental stimulation needs). This is in accordance with a democratic parenting style that prioritizes children's interests and provides affection (warmth), but does not hesitate to control them (control). So in this case parents with a democratic parenting style tend to have children with appropriate development compared to children who are raised with an authoritarian parenting style. This is because democratic parenting is a parenting style that provides extra strict supervision of children's behavior, but they are also responsive. As a result of the research that researchers have conducted, it is known that parents with democratic parenting have children with doubtful and deviant development. This can be caused by various factors related to children, parents and the environment.

According to Soetjningsih (2012), factors that influence children's development can be grouped into two, namely internal factors and external factors. Internal factors consist of genetics and hormonal changes. Environmental (external) factors consist of two, namely prenatal and postnatal. Prenatal factors (during pregnancy), including nutrition, toxins, chemicals, infections, maternal immunological and psychological disorders. Postnatal factors include maternal knowledge, nutrition, cultural environment, socio-economic status, physical environment, parenting environment (parenting patterns), stimulation in child development, and sport or physical exercise. The existence of

children with doubtful and deviant development in parents with democratic parenting styles may be because not all children can go through their growth and development period optimally because they experience disturbances in their growth and development process. This is caused by various factors such as children's health, children's motivation in carrying out developmental tasks, stimulation of parents' knowledge regarding parenting patterns, and so on. Apart from that, children with doubtful and deviant development have parents with democratic parenting styles because some of these children are not directly cared for by their parents.

Based on the results of the interview, it is known that there are 5 children who are cared for by their grandmother and 3 children are looked after by their maid. Children who are cared for by non-parents directly know that they rarely pay attention to how their children are developing, can do anything, rarely stimulate their children to do something and parents are too busy with their work where both parents work and leave in the morning and come home in the afternoon. In addition, it is known that children with deviant development have asthma from infancy. Based on education, it is known that parents with a democratic parenting style who have children with doubtful and deviant development are parents with junior high school education. This shows that parents' low level of education can influence how to stimulate children's development, so that this causes children to experience problems in their development. This is because parents do not know how to stimulate children's development properly and correctly.

According to Desmita (2015), democratic parenting is a parenting pattern that is often applied by parents, but in this case democratic parenting has several advantages and disadvantages. The

disadvantage of this parenting style is that in this parenting style the parents still use a high level of control or supervision over the child but can also give the child freedom because they feel that the child does not need to be restrained all the time. Children are trained to be responsible for their children where disciplined parents are able to show their responsibility in the form of being brave enough to take risks for the consequences of decisions that have been taken. Good parenting patterns by expressing affection (hugging, kissing, and giving praise), training Emotions and controlling children result in children feeling cared for and more confident, so that this forms a good person. This has a big influence on the child's good development from an early age, including personal social development, fine motor skills and gross motor skills. Children who feel cared for and loved by their parents have no fear of hanging out with other people, children are more expressive, creative, not afraid to try new things so that children's development, especially children under 5 years of age, is maximized (Soetjningsih, 2012).

According to Junaidi (2010), this democratic parenting style can run effectively if it fulfills three conditions, namely (1) parents can carry out their function as parents who provide opportunities for children to express opinions, (2) children have mature attitudes, namely they can understand and respecting parents as the main figures who continue to lead their families, (3) parents learn to give trust and responsibility to their children. So in this case, if parents provide love, and parents also give freedom to children who are not controlled, this can affect the child's development. The normal development pattern between one child and another is not always the same, because it is influenced by the interaction of many factors. Most of the factors that influence children come from the parents'

parenting style, parental stimulation, the child's health and how encouraged the child is to carry out these stages.

Based on the research above, it is known that parenting styles can determine or influence how preschool children develop. This is related to the parenting style of parents which is not too restrictive but still monitors needs and development, meets the child's needs and communicates with the child. So, in this case, a parenting style that is too restrictive to the child and does not pay too much attention to how the child's needs and development can influence the child's development is inappropriate.

CONCLUSION

Based on the research above, it shows that there is a relationship between parenting patterns and the development of preschool children at Al Amin Mojoroto Kediri Kindergarten with a p-value of $0.013 < \alpha$ (0.05), it is known that parenting patterns can determine or influence how preschool children develop. This is related to the parenting style of parents which is not too restrictive but still monitors needs and development, meets the child's needs and communicates with the child. So, in this case, a parenting style that is too restrictive to the child and does not pay too much attention to how the child's needs and development can influence the child's development is inappropriate.

SUGGESTION

Independence must be taught to children from an early age, so parents should not limit their children from exploring their abilities and remaining focused. It is hoped that future readers or researchers will develop more interesting and better research. As well as being able to provide benefits regarding parenting patterns in developing the independence of early childhood.

REFERENCES

- Akbarzadeh, F., Kouchaksaraei, F.R., Bagheri, Z., & Ghezeli, M. (2010). Effect of preoperative information and reassurance in decreasing anxiety in patients who are candidate for coronary artery bypass graft surgery. *European Psychiatry*, 25, 512. doi:10.1016/s0924-9338(10)70507-1
- Ashari, G., & Sura Pongsibidang, A. M. (2019). Pengaruh Senam Prenatal Yoga terhadap Penurunan Kecemasan Ibu Hamil Trimester III Influence of Yoga Prenatal Gym to Decreasing in Anxiety of Third Trimester Pregnant Women. *Jurnal Media Kesehatan Masyarakat Indonesia [Internet]*, 15(1), 55-62.
- Azamti, B. N. A. (2018). Pengaruh Penerapan Kie (Komunikasi, Informasi Dan Edukasi) Terhadap Penurunan Tingkat Kecemasan Pasien Perioperatif Katarak Di Rumah Sakit Mata NTB. *PrimA: Jurnal Ilmiah Ilmu Kesehatan*, 4(2).
- Azizah, M. L., Zainuri, I., & Akbar, A. (2016). *Buku Ajar Keperawatan Kesehatan Jiwa.*, Sleman, Yogyakarta.: Indomedia Pustaka. Retrieved from www.indomediapustaka.com
- Brand, L. R., Munroe, D. J. and Gavin, J. (2013) 'The Effect of Hand Massage on Preoperative Anxiety in Ambulatory Surgery Patients', *AORN Journal*. Elsevier Ltd, 97(6), pp. 708–717. doi:10.1016/j.aorn.2013.04.003.
- Budiman, F., et.al. 2015. Faktor-faktor yang Berhubungan dengan Tingkat Kecemasan pada Pasien Infark Miokard Akut di Ruang CVCU RSUP Prof. Dr. R. Kandou Manado. e- Journal Keperawatan (e-Kp). Vol. 3 No. 3 Agustus 2015: Manado
- Depression Anxiety Stress Scale42 (DASS 42)*, Http://
www2.psy.unsw.edu.au/dass/indonesian/

- Ellis, R.B., Gates, R.J., Kenworthy, N. (2000), *Komunikasi Interpersonal dalam Keperawatan*, Jakarta, EGC.
- Hamranani, S. S. T. (2020). Pengaruh Edukasi Tentang Penyulit Persalinan Terhadap Penurunan Kecemasan Pada Pasien Pra Operasiemergency Sectio Caesarea Di RSUP dr Soeradji Tirtonegoro. *Motorik Jurnal Ilmu Kesehatan*, 15(1), 1-7.
- Hidayat, A.A. (2008). Pengantar Ilmu Kesehatan Anak untuk Pendidikan Bidan. Jakarta: EGC.
- Huber, J., Ihrig, A., Yass, M., Bruckner, T., Peters, T., Huber, C. G., . . . Hohenfellner, M. (2013). Multimedia Support for Improving Preoperative Patient Education: A Randomized Controlled Trial Using the Example of Radical Prostatectomy. *Annals of Surgical Oncology*, 20(1), 15-23. doi:10.1245/s10434-012-2536-7
- Liliweri, A. (2007) , *Dasar-dasar Komunikasi Kesehatan*, Jakarta, Pustaka Pelajar.
- Manurung, E., Siagian, N., Indonesia, U. A., Kolonel, J., No, M., & Barat, K. B. (2020). Hubungan Pengetahuan dengan Kecemasan Siswa SMA Swasta Terhadap Pandemi Covid-19. *Nursing Inside Community*, 3, 8–14.
- Mulyana, Deddy, (2007), *Ilmu Komunikasi*, Bandung, Remaja Rosdakarya.
- Notoadmodjo, Soekidjo, (2010), *Metodologi Penelitian Kesehatan*, Jakarta, PT. Rineka Cipta.
- Nursalam (2016), *Konsep dan Penerapan Metodologo Penelitian Ilmu Keperawatan*, Jakarta, Salemba Medika.
- Nursalam (2003). Manajemen Keperawatan Aplikasi Dalam Praktik Keperawatan Profesional. Jakarta : Salemba Medika.
- Palla, A., Sukri, M., & Suwarsi, S. (2018). Faktor-Faktor Yang Berhubungan Dengan Tingkat Kecemasan Pasien Pre Operasi. *JIKP Jurnal Ilmiah Kesehatan Pencerah*, 7(1), 45-53.
- Poorolajal, J., Ashtarani, F. and Alimohammadi, N. (2017) ‘Effect of Benson relaxation technique on the preoperative anxiety and hemodynamic status: A single blind randomized clinical trial’, *Artery Research*. Elsevier B.V, 17, pp. 33–38. doi:10.1016/j.artres.2017.01.002.
- Potter & Perry. (2009). *Fundamental Keperawatan*, Edisi 7 Buku 1. Jakarta : Salemba Medika
- Potter, Patricia A. dan Perry, A.G. (2017), *Buku Ajar Fundamental Keperawatan*, Jakarta, EGC.
- Purba, Jenny Marlindawani, SKp., (2009), *Komunikasi dalam Keperawatan*, <http://inna-ppni.or.id/index.php>. Jakarta Selatan, PPNI.
- Rismawan, W. (2019). Tingkat kecemasan pasien pre-operasi di RSUD dr. Soekardjo Kota Tasikmalaya. *Jurnal Kesehatan Bakti Tunas Husada: Jurnal Ilmu-ilmu Keperawatan, Analisis Kesehatan dan Farmasi*, 19(1).
- Rondonuwu, R., Moningka, L., & Patani, R. (2014). Hubungan Pengetahuan Dengan Tingkat Kecemasan Pada Klien Pre Operasi Katarak di Balai Kesehatan Mata Masyarakat (BKMM) Manado. *Jurnal Ilmiah Perawat Manado (Juiperdo)*, 3(2), 27-30.
- Stuart, G.W. dan Sundeen, S.J. (1998), *Buku Saku Keperawatan Jiwa*, Jakarta, EGC.
- Soetjningsih, (2012). *Tumbuh Kembang Anak*. Laboratorium Ilmu Kesehatan Anak. Surabaya: Universitas Airlangga
- Junaidi, Wawan, 2010. *Macam-macam Pola Asuh Orang Tua*. Diakses dalam

<http://www.lintasberita.com/go/94062>

7

- Dewi & Pujiastuti. (2012). Hubungan Pola Asuh Dengan Perkembangan Anak Usia Prasekolah Di Tk Kartika X-9 Cimahi 2012. Jurnal Kesehatan Stikes Jenderal Achmad Yani Cimahi. Diakses dalam <http://stikesayani.ac.id/publikasi/ejournal/files/2012/201212/201212-005.pdf>
- Edward, D. (2006). Ketika Anak Sulit Diatur : Panduan Orang Tua Untuk Mengubah Masalah Perilaku Anak. Bandung : PT. Mizan Utama.
- Nofriyati. (2014). Pola Asuh Orang Tua dan Perkembangan Anak Usia Pra Sekolah (3-5 Tahun) Di Kelompok Bermain Melati Suka Ramai Kabupaten Tanah Datar Sumatera Barat. Diakses dalam <http://repository.usu.ac.id/handle/123456789/59012>.