



Parental Secure Attachment and Child Gender on Early Childhood Social-Emotional Development: A Quantitative Study

Masyitah¹, Noor Baiti², Uswatun Nisa³, Mowafg Abraham Masuwd⁴

Universitas Muhammadiyah Banjarmasin¹²³, South Kalimantan, Indonesia¹²³
University of Zawia, Zawiya City, Libya⁴

Email Correspondence: masyitahvivo2017@gmail.com

Abstrak:

Penelitian ini dilatarbelakangi adanya asumsi bahwa anak mempunyai kedekatan dengan orang tua yang berlawanan jenis dan masih rendahnya aspek perkembangan sosial emosional anak seperti kemandirian, kepercayaan diri, dan belum mampu mengungkapkan emosi dengan tepat. Kelekatan aman dan gender merupakan salah satu yang mempengaruhi sosial emosional anak. Penelitian ini bertujuan untuk mengetahui pengaruh secure attachment orang tua dan gender anak terhadap perkembangan sosial emosional anak. Penelitian ini menggunakan pendekatan deskriptif kuantitatif, teknik pengumpulan data melalui kuesioner dan ceklis observasi dijabarkan melalui tabulasi kemudian diolah menggunakan software IBM SPSS23. Hasil penelitian menunjukkan bahwa secara parsial variabel secure attachment orang tua (X_1) berpengaruh terhadap perkembangan sosial emosional anak (Y) dengan nilai t_{hitung} 11,028 > t_{tabel} 1,670 dan Sig. sebesar 0,000 < 0,05. Variabel gender anak (X_2) berpengaruh terhadap perkembangan sosial emosional anak (Y) dengan nilai t_{hitung} 2,907 > t_{tabel} 1,670 dan nilai Sig. sebesar 0,005 < 0,05. Hasil penelitian menunjukkan bahwa secara simultan variabel secure attachment orang tua (X_1) dan gender anak (X_2) berpengaruh positif terhadap perkembangan sosial emosional anak (Y). Hal ini dapat dilihat dengan nilai F_{hitung} sebesar 61,710 > F_{tabel} 3,145 dan Sig. sebesar 0,000 < 0,05 dengan pengaruh 66,9% yang termasuk dalam kategori moderat dilihat dari uji koefisien determinasi.

Kata Kunci: *Secure Attachment; Gender; Sosial Emosional, Anak Usia Dini*

Abstract:

This research is based on the assumption that children have closeness with parents of the opposite sex and still have low aspects of children's social-emotional development, such as independence and self-confidence, and are not able to express emotions properly. Secure attachment and gender are two of the things that affect children's social and emotional health. This study aims to determine the influence of the secure attachment of parents and the gender of children on children's social-emotional development. This study uses a quantitative descriptive approach; data collection techniques through questionnaires and observation checklists are described through tabulation and then processed using IBM SPSS 23 software. The results showed that, partially, the parental secure attachment variable (X_1) had an effect on the social-emotional development of children (Y), with a t_{cal} value of 11.028 > t_{table} 1.670 and a sig. of 0.000 < 0.05. The child gender variable (X_2) had an effect on the



social-emotional development of children (Y), with a t_{cal} value of $2.907 > t_{table}$ 1.670 and a Sig. value of $0.005 < 0.05$. The results of the study showed that simultaneously, the variables of parental secure attachment (X1) and child gender (X2) had a positive effect on the socio-emotional development of children (Y). This can be seen with an F_{cal} value of $61.710 > F_{table}$ 3.145 and a sig. of $0.000 < 0.05$ with an influence of 66.9%, which is included in the moderate category as seen from the determination coefficient test.

Keywords: Secure Attachment; Gender; Social-Emotional, Early Childhood

Introduction

Education is a conscious effort to help students prepare for the future by guiding, teaching, or coaching them (Chiu & Chai, 2020; Ghamrawi et al., 2024; Maharani & Zain, 2023; Masuwd et al., 2024). According to Greenbeg, learning will be more successful if children can work, play, and coexist with their environment. Children will also be more involved in the learning process if they make something on their own rather than just doing or copying what others have made (Laksana et al., 2021). The golden age lasts from birth to the age of six and is characterized by very rapid growth and development, which is why it is important to improve parenting and establish cultural and religious values at an early age (Bai et al., 2020; Baiti, 2020; Turvill et al., 2024). So that early childhood education emphasizes growth and development, which includes six aspects, namely cognitive, physical, motor, language, art, religion, morals, and social-emotional (Armita et al., 2024; Fox et al., 2010; Oktavia et al., 2024, 2024; Rizqina et al., 2024).

Developmental aspects in children need attention, especially the child's social and emotional health, because it is important for healthy intellectual development and is considered the basis of future academic performance (Bakhmat et al., 2023; Paoletti et al., 2023). Poor social-emotional development will cause behavioral problems in adolescence. Social-emotional development is a method of communicating with others to understand their emotional state in everyday interactions (Öngören & Yılmaz, 2024; Suyadi, 2010). The characteristics of a child's social-emotional development are: showing empathy for others; effectively expressing and understanding emotions; managing emotions; fostering independence; civilizing with different situations; feeling liked or not; the ability to solve problems on their own; perseverance; solidarity; politeness; and showing respect (Martikainen et al., 2024; Risaldy & Indris, 2015).

According to Lawrence, there are many factors, including family dynamics, gender, number and maturity of siblings, financial situation, educational environment, and cognitive aspects such as IQ and emotions, that can affect a child's social-emotional development. Children really need the figure of parents, both mothers and fathers, complementively for their character development (Desmita, 2006). The development and formation of behavior are greatly influenced by parents who are in accordance with the child's gender (Herdina Indrijati, 2017; Sugiarti et al., 2022).

The most important aspect of life is the attachment between parents and children. The theory of psychosocial development states that developing trust from an early age in children is very important. If a good bond is established between parents and children, then the child's inner emotions will easily develop, and it will be easier to trust the people around



them. Meanwhile, children with a lack of attachment will be more passive and take longer to adjust to the new environment (Cottingham & Erickson, 2020). According to the findings of previous research, children feel more connected to their mothers than their fathers. Specifically, there were only about 9.7% of children with their fathers and 37.9% with their mothers (Prabowo & Aswanti, 2014). So one of the factors that affect children's social and emotional lives includes secure attachment and gender.

In *The Social Sciences Encyclopedia*, Martin Herbert stated that attachment is an attachment between two or more people, psychologically related in nature, through interaction with people with whom they have a close relationship (Desmita, 2006). Secure attachment usually appears when attachment figures such as mothers, fathers, or caregivers show sensitivity and support, are optimistic, cooperative, synchronous, and often involved in communication and activities together; for example, parents participate in simple games with children. A child will develop positive behaviors, parents will produce aligned thinking, and children will feel comfortable when mom and dad are sensitive, responsive, entertaining, and attentive to each child's behavior (Macagno & Molina, 2024; Santrock, 2002).

Gender is the first aspect that is realized and has an interest in determining the next choice for most children. According to Albert Bandura's social learning theory, gender roles are formed through the process of imitating the behavior of others (Chen & Tu, 2021; Hamzah et al., 2023; Mahoney et al., 2021; Rumjaun & Narod, 2020). Boys, for example, learn how to behave according to masculine norms through observation and imitation of their father's behavior. Meanwhile, girls will imitate feminine behaviors, especially those shown by their mothers. According to this view, children's understanding of the concept of gender has been formed from an early age through observation of how parents treat them differently from birth (Indrijati, 2016; Wingrave, 2018). According to Tannen, girls and boys experience growth in two different social conversation environments. Girls are more likely to engage in conversations that focus more on relationships (*rapport talk*), while boys are more interested in participating in conversations that are more information- or report-oriented (*report talk*) (Santrock, 2003).

Psychoanalytic theories of gender based on Freud's viewpoint state that preschool-age children experience sexual attraction to parents of the opposite sex, known as the Electra complex (for girls) and the Oedipus complex (for boys). When they are 5–6 years old, children will stop this interest because they feel anxious. After that, they identified the same gender as their parents. However, gender development does not always follow the pattern proposed by Freud, as highlighted by gender development experts such as Blakemore, Berenbaum, and Liben. Children can develop gender identities long before the age of five or six, and they can exhibit masculine or feminine traits (Santrock, 2011).

The problem with the facts in the field is that many people assume that boys are closer to their mothers, while girls are closer to their fathers. Based on the results of research by Herry Harlow, a psychologist from the University of Wisconsin, Mefdison stated that children prefer to explore the surrounding environment when there is a mother nearby because the child's attachment to his mother has an important function, namely providing a sense of security when the child explores his environment, and this attachment can develop into an interpersonal relationship in the future. When the child does not have a



secure attachment to his mother, it will show an ambivalent attitude toward the mother, outsiders, and even small inconveniences such as daily separation.

The results of the researcher's observation at the time of the pre-research in Central Alalak District were five kindergartens, namely LKMD Melati Banjarmasin Kindergarten, Puspa Kencana Banjarmasin Kindergarten, Harapan Mama Kindergarten, which is located close to the Barito River, markets, wooden furniture, and located in small alleys of local residents' housing, Maulana Ajwah Kindergarten, and Kindergarten Penerus Bangsa PGRI in the housing complex. The majority of their parents work and have a socio-economic status that is classified as middle to lower with various types of jobs such as freelance daily laborers, motorcycle taxis, and so on because Central Alalak Sub District is located in an industrial area close to the river. The family environment, socioeconomic status level, and behavior based on the parents' educational background are some of the things that affect children's social-emotional development.

Based on the results of the pre-research observations, it was found that the child's social-emotional development has developed well. This is evident in their ability to adapt to the environment and their polite behavior towards others. However, there are also children who are still not developing as expected in the five kindergartens in Central Alalak District in terms of their social-emotional development, namely, not being able to express their emotions appropriately, for example, when their wishes are not fulfilled, so that children scream, hit, kick, and scream when angry.

The findings at LKMD Melati Banjarmasin Kindergarten, Puspa Kencana Banjarmasin Kindergarten, and Harapan Mama Kindergarten show that there is a problem with children's social-emotional development, namely a lack of confidence when asked to appear in front of the class. In addition, many children are less independent, so parents still accompany them both inside and outside the classroom. This is caused by the children's worries when abandoned by their parents. However, there are also parents who deliberately wait for their children because their place of residence is across the river. Based on the background of the above phenomenon, researchers assume that there needs to be a study on whether parental attachment to children has an effect on children's social-emotional development and whether gender in children also affects children's social-emotional development.

Method

This study uses a descriptive quantitative approach, namely research that uses numbers or statistics. This research was carried out from February 13 to March 2, 2024, in 5 kindergartens in Central Alalak Sub District, Banjarmasin City, South Kalimantan Province, with a sample of 64 respondents. The sampling procedure was carried out by purposive random sampling, with the type of data collected being primary data. Data collection techniques were carried out using questionnaires given to parents about secure attachment, closed observation checklists were carried out with children about social-emotional development, and documentation. This study uses multiple regression techniques because the variables used are more than two, namely secure parental attachment (X1), child gender (X2) as the independent variable, and children's social-emotional development (Y) as the bound variable.



Results and Discussion

Secure Attachment and Gender

Secure attachment can be defined as the feeling of security that arises from the formation of a bond dominated by the belief that an attached figure (which is easy to reach and responsive) will always be available, rather than a concern about the figure's unavailability when needed (Mutmainah, 2016). The characteristics of secure attachment are: a) Secure attachment owned by parents will show comfort, attention, and behavior to children; b) They are sensitive to children's anxiety, able to identify and try to help overcome problems faced by children; c) Dependable, so that if the child feels that the presence of parents is always there for him, it will create a feeling of protection, security, and peace in the child; d) Parents can cooperate with children, have good communication skills, and even consider relationships with children as friendship; e) Parents are polite and respect their children as individuals (Rahmatullah, 2022). The secure attachment indicators are as follows:

Table 1
Secure Attachment Indicator

Variable	Subvariables	Indicator
Secure Attachment of Parents (X_i)	<i>Trust</i>	Children feel safe around their mother or father
		Mother and father meet the needs of children
	<i>Communication</i>	Emotional openness between parents and children
		Children have the ability to talk to both mothers and fathers about the problems they are facing
	<i>Alienation</i>	There is no rejection of parents against their children
		The child feels familiar with his mother or father

Source: (Mutmainah, 2016)

Based on the data found by the researcher regarding the mother's secure attachment consisting of trust, communication, and alienation in this study as follows:

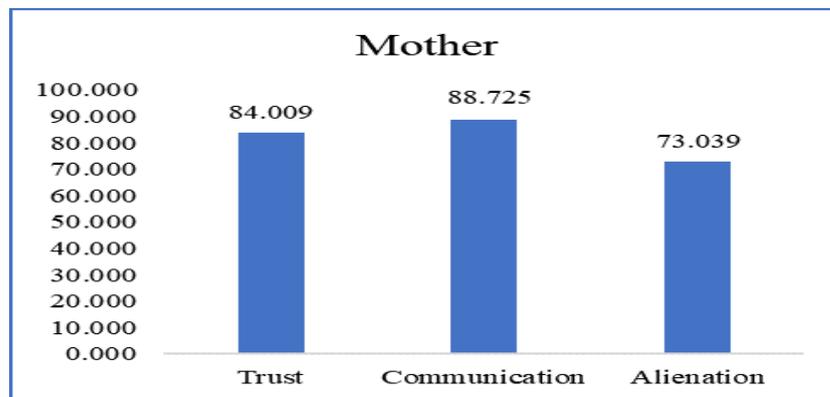


Figure 1
Secure Attachment Mother

Based on the diagram above, it shows that the most choices of mothers in the sub-variables of secure attachment are in the form of communication, with a total average of 88.725%, trust 84.009%, and alienation 73.039%. Meanwhile, the relationship with the secure attachment of fathers in this study is as follows:

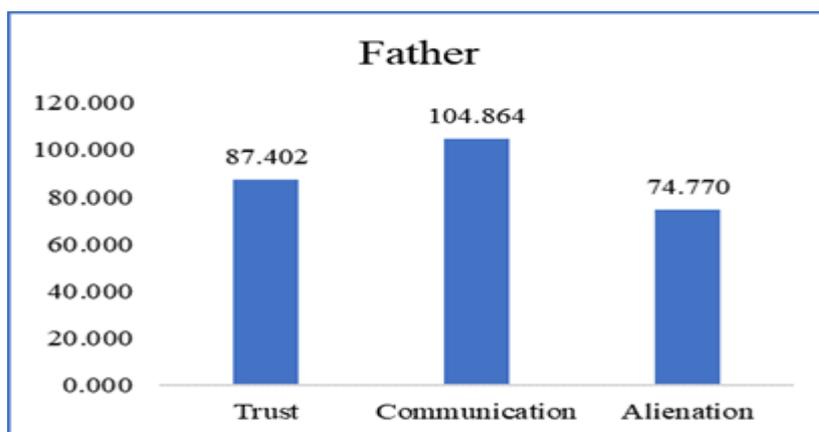


Figure 2
Secure Attachment Father

Based on the diagram, it shows that the most choices of fathers in the sub-variable of secure attachment are in the form of communication, with a total average of 104.864%, trust 87.402%, and alienation 74.770%. Meanwhile, gender in this study is related to the difference in behavior and morals between men and women. Different duties and obligations are assigned to men as well as women based on their gender, which is a social construct that can change over time (Desyanty et al., 2021). Regarding gender, there are three categories of gender roles, which include: a) productive roles, which refer to roles related to work activities that produce goods or services. It is usually referred to as a role in the public sector. b) Reproductive roles, Activities related to caring for human resources and household chores, including cooking, childcare, house cleaning, laundry, and the like, are known as domestic duties or roles in the household sector. c) Social role, which includes activities carried out by a person who participates in social activities in the



community, such as mutual cooperation and other work involving common interests, showing active participation in joint activities in the community (Desyanty et al., 2021).

Based on the description above, it can be concluded that gender roles are dynamic, while natural roles or gender are static. Parents must have gender awareness in order to openly support the choices of boys and girls in their academic and developmental processes. This involves helping them explore their identity, facilitating self-exploration, building connections with others around them, and strengthening the children's self-confidence (Herlambang et al., 2023; Sitorus, 2023).

Social-Emotional Development in Early Childhood

Social development, according to Hurlock, is the capacity of individuals to show behaviors or attitudes that are in accordance with social norms when interacting with elements of socialization in society (Dewi et al., 2020). Meanwhile, emotional development is a person's capacity to control and communicate their emotions through visible behavior, be it in the form of facial expressions or other activities (both verbal and non-verbal) (Khaironi, 2018). Early childhood social-emotional development includes skills to foster healthy interactions, emotional expression, control over social-emotional reactions, empathy, participation in sharing and social interactions, independence, capacity to project clear self-representation, control over a range of interests and activity levels, cooperation in daily routines and response to requests, and adaptation skills (Rahmawati & Latifah, 2020).

Table 1
Indicators of Socio-Emotional Development from the perspective of the Standard Level of Early Childhood Offerings (STTPA) 2014

Variable	Subvariables	Indikator
Children's Social Emotions (Y)	Self-awareness	Demonstrate the ability to adapt to different circumstances
		Showing caution to new acquaintances
		Controlling self-Feelings and controlling them in a reasonable manner
	A sense of responsibility for oneself and others	Knowing their rights, children are given the opportunity to play and have free time
		Obeying the rules in the classroom (activities, rules)
		Self-control in the form of angry emotions
	Taking responsibility for his actions for his own good	
	Prosocial behaviour	Involved in peer friendship



Variable	Subvariables	Indikator
		Feel their friend's emotions and react appropriately
		Share with others
		Respect the work, rights and ideas of others
		Applying socially acceptable cognitive problem-solving techniques
		Collaborate with friends
		Have a tolerant attitude
		Expressing feelings that correspond to angry situations
		Recognize and use ethics in accordance with socio-cultural norms

Source: (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014)

Based on the data obtained by the researcher regarding the social-emotional development of girls as follows:

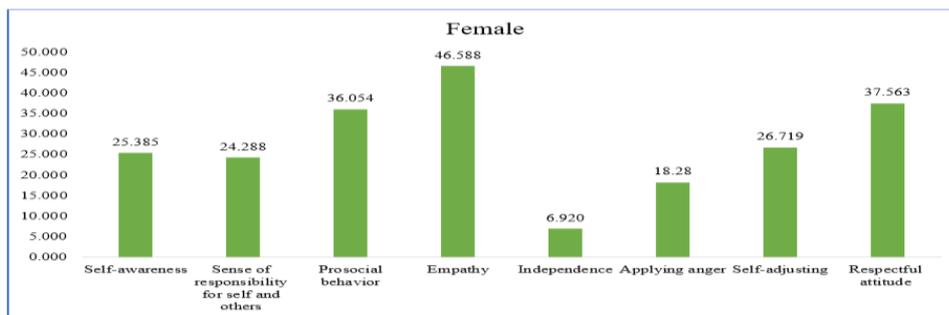


Figure 3
Girls' Social-Emotional Development

Based on the diagram above, it shows that the highest social-emotional development of girls in the social-emotional sub-variables is in the form of empathy, with a total average of 46.588%, respectful attitude 37.563%, prosocial behavior 36.054%, self-adjustment 26.719%, self-awareness 25.385%, sense of responsibility for oneself and others 24.288%, applying anger 18.285%, and independence 6.920%. Meanwhile, the data on the social-emotional development of boys obtained by the researcher are as follows:

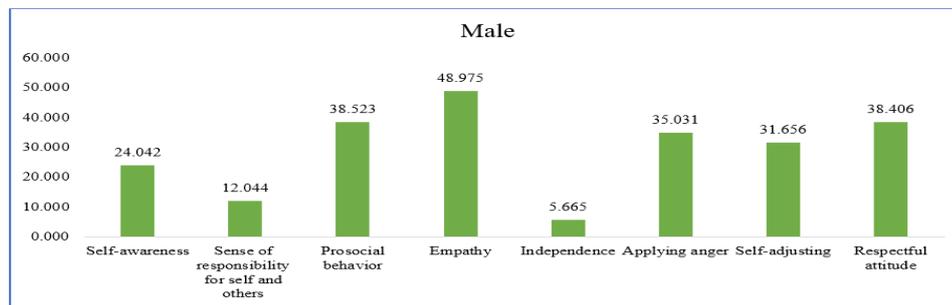


Figure 4
Socio-emotional Development of Boys

Based on the diagram, it shows that the highest socio-emotional development of boys in the social-emotional sub-variables is in the form of empathy with a total average of 48.975%, prosocial behavior 38.523%, respectful attitude 38.406%, applying anger 35.031%, adjusting 31.656%, self-awareness 24.042%, sense of responsibility for oneself and others 12.044%, and independence 5.665%.

The Influence of Secure Parental Attachment on the Social and Emotional Development of Early Childhood

Based on the results of the hypothesis testing of the Secure Attachment variable (X1) on the Child Social Emotional variable (Y), which shows a t_{cal} value of 11.028 > t_{table} 1.670 and a sig. of 0.000 < 0.05, it can be concluded that H_0 is rejected and H_1 is accepted, which means that parental secure attachment has a partial effect on children's social-emotional development. The results of this study are in line with the research of Vivi Irzalinda, Ari Sofia, and Erika Ayu Lestari. The results of this study state that there is a strong and positive relationship between maternal attachment and children's social-emotional development (Erika Ayu et al., 2022). This research is also supported by previous research; according to Verschueren and Marcoen, a safe attachment to fathers can help children adjust better to their social environment. On the other hand, safe attachment with mothers can help children have peer groups in their social environment more easily. These two types of secure attachment can play an important role in helping children adjust and adapt to their social environment (Al-Yagon, 2011).

From the results conducted by the researcher, it can be concluded that the secure attachment of parents, both mothers and fathers, has an influence on the social-emotional development of children, which can be seen from the R_{square} value of 62.3%. It can be seen from the results of the research through the questionnaire, namely the highest form of secure attachment with an average of 88.728% and 104.864% of mothers, while the lowest form is avoidance of isolation with an average of 73.039% for mothers and 74.770% for fathers.

The Influence of Child Gender on the Social and Emotional Development of Early Childhood

Based on the results of the hypothesis testing of the gender variable (X2) on the child's social-emotional variable (Y), the results showed that the t_{cal} value of 2.907 > t_{table} 1.670 and Sig. of 0.005 < 0.05 can be concluded that H_0 is rejected and H_1 is accepted, which means that partially the child's gender has an effect on the child's social-emotional



development. The results of this study are in line with research that explains that gender is one of the factors that affects child development. Boys and girls are physiologically different from birth. These differences include various forms, traits, and biological functions, as well as biological roles that affect how children develop socially and emotionally. In this situation, boys are more likely to express their feelings than girls (Indanah & Yulisetyaningrum, 2019).

From the results of the research conducted by the researcher, it can be concluded that children's gender has an influence on children's social-emotional development, as seen from the R_{square} value of 8.2%. Related to the results of the observation sample of research in the field, it shows that the level of social-emotional development seen by gender is higher towards empathy, with an average of 46.588% for girls and 48.975% for boys. Then the lowest child's social-emotional development is in the form of independence, with an average of 6.920% for girls and 5.665% for boys.

The Influence of Parental Secure Attachment and Child Gender on Early Childhood Social-Emotional Development

Based on the results of hypothesis testing, it is known that the F_{cal} value is $61.710 > F_{\text{table}} 3.145$ and Sig. of $0.000 < 0.05$. It can be concluded that H_0 is rejected and H_1 is accepted, which means that simultaneously secure attachment of parents and child gender affects social-emotional development by 66.9%, as seen from the R_{square} value, while the remaining 33.1% is influenced by other factors such as family environment, level of family socioeconomic status, and outdoor environments, including those in school and friendship environments.

Conclusion

The results of this study show that the parental secure attachment variable (X1) had an effect on the social-emotional development of children (Y), with a t_{cal} value of $11.028 > t_{\text{table}} 1.670$ and a sig. of $0.000 < 0.05$. The child gender variable (X2) had an effect on the social-emotional development of children (Y), with a t_{cal} value of $2.907 > t_{\text{table}} 1.670$ and a Sig. value of $0.005 < 0.05$. The results of the study showed that simultaneously, the variables of parental secure attachment (X1) and child gender (X2) had a positive effect on the socio-emotional development of children (Y). This can be seen with an F_{cal} value of $61.710 > F_{\text{table}} 3.145$ and a sig. of $0.000 < 0.05$ with an influence of 66.9%, which is included in the moderate category as seen from the determination coefficient test. This research has limitations in quantitative research methods, so further research can be carried out on the same study using qualitative research.

Reference

- Al-Yagon, M. (2011). Adolescents' Subtypes of Attachment Acuity With Fathers and Mothers and Self-Perceptions of Socioemotional Adjustment. *Psychology*, 2(4), 291.
- Armita, P., Hajazi, Mohd. Z., & Zaitun, Z. (2024). Methods of Memorizing the Qur'an for Early Childhood: Analysis of Direct Method, Affection, and Repetition as Parents' Strategies. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 13–30. <https://doi.org/10.24260/albanna.v4i1.1919>
- Bai, Y., Ladd, H. F., Muschkin, C. G., & Dodge, K. A. (2020). Long-term effects of early childhood programs through eighth grade: Do the effects fade out or grow? *Children*



- and Youth Services Review*, 112, 104890.
<https://doi.org/10.1016/j.childyouth.2020.104890>
- Baiti, N. (2020). Pengaruh Pendidikan, Pekerjaan Dan Pola Asuh Orang Tua Terhadap Kemandirian Anak. *JEA (Jurnal Edukasi AUD)*, 6(1), 44.
<https://doi.org/10.18592/jea.v6i1.3590>
- Bakhmat, N., Dzhyhun, L., Mishchenko, M., Polishchuk, O., Savytska, O., & Dorofey, S. (2023). The Neuropedagogical Aspects of Mental and Cognitive Activity in Younger School-Age Children. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 14(3), 182–193. <https://doi.org/10.18662/brain/14.3/469>
- Chen, C.-C., & Tu, H.-Y. (2021). The Effect of Digital Game-Based Learning on Learning Motivation and Performance Under Social Cognitive Theory and Entrepreneurial Thinking. *Frontiers in Psychology*, 12, 750711.
<https://doi.org/10.3389/fpsyg.2021.750711>
- Chiu, T. K. F., & Chai, C. (2020). Sustainable Curriculum Planning for Artificial Intelligence Education: A Self-Determination Theory Perspective. *Sustainability*, 12(14), 5568. <https://doi.org/10.3390/su12145568>
- Cottingham, M. D., & Erickson, R. J. (2020). The promise of emotion practice: At the bedside and beyond. *Work and Occupations*, 47(2), 173–199.
- Desmita. (2006). *Psikologi Perkembangan*. PT Remaja Rosdakarya.
- Desyantya, E. S., Pusposari, D., Aisyah, E. N., Zahra, T. F., & Hikmah, R. K. A. (2021). *Peran Gender: Analisis Peran Keluarga Dalam Pengenalan Peran Gender Pada Anak Disabilitas*. Bayfa Cendekia Indonesia.
- Dewi, A. R. T., Mayasarokh, M., & Gustiana, E. (2020). Perilaku Sosial Emosional Anak Usia Dini. *Jurnal Golden Age*, 4(1), 182. <https://doi.org/10.29408/jga.v4i01.2233>
- Erika Ayu, L., Sofia, A., & Irzalinda, V. (2022). Pentingnya Kelekatan Ibu Membangun Kecerdasan Sosial Emosional Anak Usia 5 – 6 Tahun. *Jurnal Pendidikan Anak*, 8(1), 9–16. <https://doi.org/10.23960/jpa.v8n1.23743>
- Fox, S. E., Levitt, P., & Nelson III, C. A. (2010). How the timing and quality of early experiences influence the development of brain architecture. *Child Development*, 81(1), 28–40.
- Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2024). Exploring the impact of AI on teacher leadership: Regressing or expanding? *Education and Information Technologies*, 29(7), 8415–8433. <https://doi.org/10.1007/s10639-023-12174-w>
- Hamzah, N., Suratman, B., & Rahnang, R. (2023). Linguistic Habitus: The Use of Arabic To Early Childhood In Parenting (Millennial Muslim Parents). *AWLADY: Jurnal Pendidikan Anak*, 9(2), 119. <https://doi.org/10.24235/awlad.v9i2.11137>
- Herdina Indrijati, M. P. (2017). *Psikologi Perkembangan dan Pendidikan Anak Usia Dini: Sebuah Bunga Rampai (Edisi Pertama)*. Prenada Media.
- Herlambang, S., Suratman, B., & Kadir Naffati, A. (2023). The Role of Javanese Women in Domestic and Public Spheres: Challenges, Trade Motives, and Parenting Practices. *Al-Athfal: Jurnal Pendidikan Anak*, 9(2), 153–168. <https://doi.org/10.14421/al-athfal.2023.92-07>
- Indanah, & Yulisetyaningrum. (2019). Perkembangan sosial emosional anak usia pra sekolah. *Jurnal Ilmu Keperawatan Dan Kebidanan*, 10(1), 223–224.
- Indrijati, H. (2016). *Psikologi Perkembangan & Pendidikan Anak Usia Dini (Sebuah Bunga Rampai)*. Kencana.
-



- Khaironi, M. (2018). Perkembangan anak usia dini. *Jurnal Golden Age*, 2(01), 1–12.
- Laksana, D. N. L., Dhiu, K. D., Ita, E., Dopo, F., Natal, Y. R., & Tawa, O. P. A. (2021). *Aspek Perkembangan anak usia dini*. Penerbit NEM.
- Macagno, A., & Molina, P. (2024). Finding a secure base: Exploring children's attachment behaviors with professional caregivers during the first months of daycare. *Infant Behavior and Development*, 74, 101919. <https://doi.org/10.1016/j.infbeh.2023.101919>
- Maharani, D., & Zain, A. (2023). Pengaruh Tingkat Pendidikan, Ekonomi Keluarga dan Faktor Sosial Budaya Terhadap Peningkatan Pernikahan Dini Pada Masyarakat Muslim Kota Banjarmasin Provinsi Kalimantan Selatan. *Jurnal Ilmiah Ekonomi Islam*, 9(3), 2. <https://doi.org/10.29040/jiei.v9i3.11360>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128–1142. <https://doi.org/10.1037/amp0000701>
- Martikainen, S., Kalland, M., Linnavalli, T., Kostilainen, K., Aittokoski, M., Reunamo, J., Vasileiou, Z., & Tervaniemi, M. (2024). Supporting social-emotional development in early childhood education and care – a randomized parallel group trial evaluating the impact of two different interventions. *Scandinavian Journal of Educational Research*, 68(5), 1069–1087. <https://doi.org/10.1080/00313831.2023.2204119>
- Masuwd, M., Sumanik, E. D., Sarkawi, S., & Amer, M. A. B. (2024). Measuring Foreign Language Anxiety: Concerning Students' motivation and Their Self-Perception. *International Journal of Teaching and Learning*, 2(8), 2087–2099.
- Menteri Pendidikan dan Kebudayaan Republik Indonesia. (2014). Standar Nasional Pendidikan Anak Usia Dini. *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia*, 28–29.
- Mutmainah, F. (2016). *Pengaruh secure attachment terhadap kemandirian anak usia dini di RA Muslimat NU 1 Belung Poncokusumo Malang* (pp. 18–19). Universitas Islam Negeri Maulana Malik Ibrahim.
- Oktavia, D., Khairunnisa, K., Saudah, S., Zulkarnain, A. I., & Hidayati, S. (2024). The Learning Sirah Nabawiyah Through Mini Cinemas for Early Childhood. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 40–48. <https://doi.org/10.24260/albanna.v4i1.2010>
- Öngören, H., & Yılmaz, A. (2024). Investigation of Secondary School Students' Social-Emotional Learning and Friendship-Making Skills in Terms of Various Variables. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, 60, 1135–1153. <https://doi.org/10.53444/deubefd.1391617>
- Paoletti, P., Pellegrino, M., & Ben-Soussan, T. D. (2023). A Three-Fold Integrated Perspective on Healthy Development: An Opinion Paper. *Brain Sciences*, 13(6), 857. <https://doi.org/10.3390/brainsci13060857>
- Prabowo, R. D. B., & Aswanti, M. (2014). Hubungan attachment ibu-anak dan ayah-anak dengan kemandirian pada remaja akhir. *Jurnal Fakultas Psikologi Universitas Indonesia*, 7, 34–46.
- Rahmatullah, A. S. (2022). *Psikologi Kaum Pecandu NAPZA (Antara Harapan dan Kenyataan)*. Penerbit Qiara Media.
-



- Rahmawati, M., & Latifah, M. (2020). Penggunaan Gawai, Interaksi Ibu-Anak, Dan Perkembangan Sosial-Emosional Anak Prasekolah. *Jurnal Ilmu Keluarga & Konsumen*, 13(1), 75–86.
- Risaldy, S., & Indris, M. H. (2015). *Bimbingan dan Konseling*. PT. Luxima Metro Media.
- Rizqina, A. L., Hafizi, D., & Hasanah, M. (2024). The Phenomenon of Online Games among Rural Early Childhood in West Kalimantan. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 31–39. <https://doi.org/10.24260/albanna.v4i1.2576>
- Rumjaun, A., & Narod, F. (2020). Social Learning Theory—Albert Bandura. In B. Akpan & T. J. Kennedy (Eds.), *Science Education in Theory and Practice* (pp. 85–99). Springer International Publishing. https://doi.org/10.1007/978-3-030-43620-9_7
- Santrock, J. W. (2002). *Live Span Development* (A. Chusairi & J. Damanik, Eds.). Erlangga.
- Santrock, J. W. (2003). *Adolescence (Perkembangan Remaja)* (Keenam). Erlangga.
- Santrock, J. W. (2011). *Masa Perkembangan Anak Children* (kesebelas). Salemba Humanika.
- Sitorus, A. S. (2023). Keterampilan Sosial dan Emosional Anak Usia Dini; Analisis Gender. *Generasi Emas : Jurnal Pendidikan Islam Anak Usia Dini*, 6(1), 51.
- Sugiarti, R., Erlangga, E., Suhariadi, F., Winta, M. V. I., & Pribadi, A. S. (2022). The influence of parenting on building character in adolescents. *Heliyon*, 8(5), e09349. <https://doi.org/10.1016/j.heliyon.2022.e09349>
- Suyadi. (2010). *Psikologi Belajar PAUD*. PT Pustaka Insan Madani.
- Turvill, A. J., Sheffield, D., & Taylor, L. (2024). Musculoskeletal pain and working practices in the UK early childhood education workforce. *Safety Science*, 178, 106592. <https://doi.org/10.1016/j.ssci.2024.106592>
- Wingrave, M. (2018). Perceptions of gender in early years. *Gender and Education*, 30(5), 587–606. <https://doi.org/10.1080/09540253.2016.1258457>