



Cognitive Behavioral Therapy for Managing Conduct Disorder in Early Childhood: A Case Study at Harapan Kindergarten Ngino Tuban

Hilda Putri Nailil Izzah¹, Dewi Sapitri²

Institut Agama Islam Nahdlatul Ulama Tuban, Indonesia^{1,2}

Email Correspondence: hidapnz123@gmail.com

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi pendekatan kognitif dan sosial dalam menangani conduct disorder pada anak usia dini di TK Harapan Ngino, Tuban. Conduct disorder pada anak sering ditandai dengan perilaku agresif, melanggar aturan, dan kesulitan beradaptasi dalam lingkungan sosial. Jika intervensi tidak dilakukan, perilaku ini dapat menghambat perkembangan emosional dan sosial anak. Fokus penelitian adalah anak usia 4–5 tahun yang menunjukkan gejala conduct disorder seperti membangkang, sering tantrum, dan mengganggu proses belajar di kelas. Pendekatan kognitif difokuskan pada membantu anak memahami konsekuensi dari perilaku mereka, mendorong kemampuan pemecahan masalah, dan membangun pengendalian diri. Sementara pendekatan sosial melibatkan peningkatan interaksi dengan teman sebaya, aktivitas kerja sama, dan komunikasi emosional. Guru berperan penting dalam memberi contoh perilaku positif dan menjaga rutinitas yang konsisten. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Wawancara dalam penelitian ini dilakukan kepada guru dan orang tua. Hasil penelitian menunjukkan bahwa integrasi strategi kognitif dan sosial mampu mengurangi perilaku negatif dan meningkatkan keterampilan adaptif seperti mematuhi aturan, mengekspresikan emosi secara tepat, serta berinteraksi positif dengan teman sebaya. Dukungan dari orang tua di rumah juga berkontribusi terhadap keberhasilan intervensi ini. Penelitian ini menunjukkan pendekatan kognitif dan sosial efektif dalam menangani conduct disorder pada anak usia dini apabila diterapkan secara konsisten dan adanya kerjasama antara guru dan orang tua.

Kata Kunci: Terapi Perilaku Kognitif, Conduct Disorder, Anak Usia Dini

Abstract:

This study aims to explore cognitive and social approaches in managing conduct disorder among early childhood children at Harapan Kindergarten, Ngino, Tuban. Conduct disorder in children is often characterized by aggressive behavior, rule-breaking, and difficulties in adapting to social environments. If intervention is not implemented, these behaviors can hinder the child's emotional and social development. The focus of this study is on children aged 4 to 5 years who exhibit symptoms of conduct disorder such as defiance, frequent tantrums, and disruptive behavior in the classroom. The cognitive approach focuses on helping children understand the consequences of their actions, encouraging problem-solving skills, and building self-control. Meanwhile, the social approach involves improving peer interactions, cooperative activities, and emotional communication. Teachers play an important role in modeling positive behavior and maintaining consistent routines. This study uses a qualitative descriptive approach with data collected through observation, interviews,



and documentation. Interviews were conducted with teachers and parents. The findings indicate that integrating cognitive and social strategies can reduce negative behaviors and improve adaptive skills such as following rules, expressing emotions appropriately, and interacting positively with peers. Support from parents at home also contributes to the success of this intervention. This study demonstrates that cognitive and social approaches are effective in managing conduct disorder in early childhood when applied consistently and with cooperation between teachers and parents.

Keywords: Cognitive Behavioral Therapy, Conduct Disorder, Early Childhood

Introduction

Conduct disorder (CD) is a behavioral disorder that often arises in childhood and adolescence, characterized by patterns of behavior that violate social norms and the rights of others. Children with CD tend to exhibit aggressive, destructive behaviors, and consistent rule-breaking, which can negatively impact their social, emotional, and academic development. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), CD is classified as a serious behavioral disorder that can develop into antisocial personality disorder in adulthood if not adequately addressed. Therefore, effective intervention strategies are necessary to help children with CD adjust to their social and academic environments (Fairchild et al., 2019; López-Romero et al., 2023).

Children with conduct disorder (CD) often pose a significant challenge for parents and teachers. Children with CD typically have difficulty building healthy relationships with peers, teachers, and family members. They also tend to exhibit aggressive behaviors, such as attacking classmates, lying, and breaking rules in both school and home environments. If such behaviors are left unaddressed without appropriate intervention, there is a risk of developmental disorders in adulthood. Therefore, a deep understanding of the characteristics of children with CD and effective coping strategies is essential to support the social and emotional development of the child (Olashore et al., 2016). In the educational environment, children with CD are often seen as difficult to control, leading them to frequently receive disciplinary punishments from the school. Traditional approaches that focus on punishment are not always effective in addressing these behavioral issues, and can even exacerbate the child's condition (Patel et al., 2018). Therefore, a more holistic and intervention-based approach is needed, which not only curbs negative behavior but also helps the child develop social skills, empathy, and self-control.

The purpose of this research is to identify the behavior patterns of children with Conduct Disorder (CD), including the triggering factors and consequences of such behavior. Furthermore, this research is conducted to evaluate the effectiveness of interventions implemented through observation and data analysis, in order to provide recommendations that can be applied by teachers and parents in addressing children with CD. Previous studies have shown that CD behavior can be influenced by various factors, including biological, psychological, and environmental factors. Biological factors include neurological dysfunction, neurotransmitter imbalances, and genetics that may contribute to the emergence of aggressive and impulsive behavior in children with CD (Moffitt et al., 2008).

Psychological factors include emotional disturbances, low self-regulation, and difficulties in understanding and responding to the emotions of others. Meanwhile, environmental factors, such as inconsistent parenting, traumatic experiences, neglect by



parents, and exposure to violence, can also increase the risk of a child experiencing CD. By understanding these factors, the intervention strategies designed in this research are expected to be more effective in addressing the behavior of children with CD (Dvir et al., 2014; Fairchild et al., 2019; Park et al., 2024). One effective approach in the intervention of children with conduct disorder (CD) is cognitive-behavioral therapy (CBT). CBT focuses on changing a child's thought patterns and behavioral responses to specific situations by providing self-control strategies and more adaptive problem-solving skills. Previous research has shown that CBT can help children with CD reduce aggressive behaviors and improve their social skills. In an educational context, the role of teachers is crucial in consistently implementing CBT strategies in the school environment to support positive behavioral changes in children (Tonyali et al., 2019).

In addition to CBT, this study will also test the effectiveness of an environment-based approach in dealing with children with CD. A more structured and supportive environment can help reduce negative behaviors and enhance positive social interactions. For example, by creating a conducive learning environment, providing positive reinforcement for good behavior, and implementing a clear reward and punishment system, children with CD may find it easier to understand the consequences of their actions and be motivated to behave better.

This research will also explore the roles of teachers and parents in addressing children with conduct disorder (CD). Teachers and parents play a very important role in shaping children's behavior; therefore, they need to be provided with effective training and strategies in dealing with children with CD. Through cooperation between teachers and parents, it is hoped that a more supportive environment can be created for children with CD to develop optimally. The results of this research are expected to make a significant contribution to understanding and addressing conduct disorder in children, particularly in the context of early childhood education. Additionally, this research also aims to raise awareness of the importance of a holistic approach in tackling behavioral disorders in early childhood, as well as providing a more comprehensive guide to help children with CD reach their best potential in social and educational settings.

Method

This research uses a descriptive qualitative method aimed at analyzing the behavior of children with Conduct Disorder (CD) and exploring effective interventions in an educational environment. The research subjects are children with indications of CD at Harapan Ngino Tuban Kindergarten, who were identified as having CD based on initial observations and recommendations from teachers. Sampling was conducted by selecting subjects who were identified as having CD. Data were collected through direct observation in the classroom, in-depth interviews with teachers and parents, as well as documentation of teachers' and parents' daily records.

In addition, psychological instruments such as the Child Behavior Checklist (CBCL) and Aggressive Behavior Rating Scale (ABRS) were used to complement qualitative data with quantitative information regarding changes in children's behavior. Data analysis was conducted descriptively using source triangulation techniques to enhance the validity of the research results. The results of observations and interviews were analyzed to evaluate the behavioral characteristics of the children and the effectiveness of the interventions applied. If obstacles or difficulties were found during the intervention process, strategy adjustments were made flexibly according to the child's needs. Through this approach, the research is



expected to provide an in-depth understanding and education-based solutions for teachers and parents in systematically and effectively addressing children with Conduct Disorder.

Results and Discussion

Behavioral Identification of Conduct Disorder in Early Childhood

Conduct Disorder (CD) is a behavioral disorder characterized by a persistent and repetitive pattern of behavior that violates social norms, rules, and the rights of others. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), children with CD exhibit symptoms such as aggression towards humans and animals, property destruction, and violation of social norms (Eisenbarth et al., 2016). This disorder can significantly impact the social and academic development of children, as well as affect the family and school environment. Conduct Disorder (CD) is a serious behavioral disorder in children, characterized by aggressive behavior, violation of social rules, and a lack of empathy towards others (Afifah et al., 2016; Anisah, 2015).

Based on the observational results of this study, it was found that children with Conduct Disorder (CD) have difficulties in managing emotions and impulses, which often leads to aggressive actions, both verbal and physical. In addition, they also tend to show a lack of empathy and do not have awareness of the consequences of their actions. A child with CD, for example, may attack a classmate without a clear reason and feel that their actions have no long-term impact. In addition to individual factors, the family and school environment also play a role in influencing the development of Conduct Disorder (CD) in children. Children who grow up in a family environment filled with conflict, inconsistent parenting, or lack of attention from parents are more likely to experience this disorder. Schools that do not have a good disciplinary structure can also worsen the behavior of children with CD, as they do not have clear boundaries for their behavior.

Based on observations and interviews with teachers and parents, it was found that children with Conduct Disorder (CD) exhibit various disruptive behaviors, such as physical aggression, defiant behavior, and a tendency to violate school and social rules. Observations were conducted over eight weeks in the classroom and school environment to understand the emerging behavior patterns and underlying triggers. Children with CD tend to have difficulty managing emotions and impulses, which leads them to frequently engage in conflicts with peers and teachers. For example, in one observation session, a child with CD displayed excessive anger when asked to study and play with other friends. The child threw a book at their classmate and refused to cooperate. This behavior shows a pattern of impulsive and aggressive reactions, which are key characteristics of Conduct Disorder (CD). In addition, interviews with teachers indicate that most children with CD have difficulty following the teacher's directions, especially in the learning process in Kindergarten.

Intervention Methods for Children with Conduct Disorder and Influencing Factors

Early childhood is a critical stage of development during which children begin to build the foundations of their social, emotional, and cognitive skills that will influence their adult lives (Aziz et al., 2024; Hamzah et al., 2023; Sit et al., 2024; Yuni et al., 2024). At this stage, children start learning to recognize and manage their emotions, form relationships with others, and understand social rules and norms. However, not all children are able to navigate this stage successfully. Several exhibit behaviors that significantly deviate from



typical developmental norms, which in certain cases may be categorized as Conduct Disorder (CD).

In this context, the role of teachers is crucial not only as teacher but also as guides in shaping healthy social behavior in young children. Teachers who understand deviant behaviors and appropriate intervention strategies can help redirect children toward more positive developmental pathways. Furthermore, consistent and attentive parenting practices play a significant role in shaping a child's behavior (Alpiana et al., 2023; Andana & YUSDIANA, 2024; Sapendi & Suratman, 2024). A strong collaboration between teachers and parents is essential in supporting children with Conduct Disorder (CD), enabling them to grow and develop optimally both emotionally and socially.

Based on the findings of this study, several key factors influence the success of interventions aimed at addressing Conduct Disorder (CD) behaviors in children. Firstly, support from teachers and the school environment plays a vital role. Teachers who have a strong understanding of CD are better equipped to implement effective classroom management strategies, while a school environment with clear disciplinary structures helps children recognize acceptable behavioral boundaries. Observations revealed that children with CD exhibited greater behavioral control in classrooms that practiced positive discipline, where good behavior is reinforced and consequences are applied fairly and consistently.

Moreover, parental involvement is another critical component in the effectiveness of interventions. Active communication between parents and teachers, along with consistent parenting strategies at home, significantly contributes to improved behavioral outcomes. However, this study identified challenges among parents of children with CD, with some employing overly harsh methods and others adopting permissive approaches, both of which may exacerbate behavioral problems. Therefore, providing education and support for parents on managing children with CD is recommended to strengthen intervention success.

The use of Cognitive Behavioral Therapy (CBT) was found to be particularly effective in helping children identify and modify negative thought patterns that underlie maladaptive behaviors (Gilman & Chard, 2015; Kendall et al., 2015). Techniques such as self-monitoring, emotion recognition, and impulse control enable children to develop better self-regulation skills. Additionally, social skills training plays an important role in enhancing children's ability to interact positively with others. Through practical exercises like role-playing, children learn constructive communication and gain awareness of how their actions affect those around them. Finally, the consistency and duration of intervention are significant factors influencing outcomes. Children who receive continuous and long-term intervention demonstrate more stable and enduring behavioral improvements compared to those with shorter intervention periods. Hence, sustained implementation of intervention programs is strongly recommended to ensure optimal developmental progress for children with CD.

These findings align with observations conducted at TK Harapan Ngino, Tuban, where a consistent and collaborative approach between teachers and parents has proven to have a positive impact on the behavior of children with Conduct Disorder. Teachers at TK Harapan, who have been provided with an understanding of cognitive and social intervention strategies, demonstrated greater effectiveness in managing challenging behaviors in the classroom. Moreover, the active involvement of parents in counseling sessions and regular communication with the school has strengthened the outcomes of the



interventions. The gradual implementation of CBT techniques such as role-playing and positive reinforcement has helped children begin to understand the consequences of their actions and improve their ability to express emotions in more adaptive ways. A supportive learning environment and consistent routines also provide a sense of security for the children, making it easier for them to adapt and exhibit more positive behavioral changes.

Research Implications in the Context of Early Childhood Education

The findings of this research reveal several important implications that contribute to the development of early childhood practices, particularly in dealing with children with Conduct Disorder (CD). There is an urgent need for kindergartens to develop comprehensive and integrated intervention programs. Ideally, these programs should include specialized training for teachers, active parental involvement, and the provision of adequate counseling services. Teacher training is crucial because without adequate understanding of the characteristics and needs of children with CD, teachers may face difficulties in managing complex behaviors, which in turn could potentially worsen the child's condition. Furthermore, psychological support is a fundamental aspect of long-term intervention, considering that many children with CD have complicated emotional backgrounds, such as trauma or issues in social relationships. Counseling services can help children address the root causes of their maladaptive behaviors and build better social skills.

In addition, parental involvement also becomes a determining factor in the success of the intervention. Education for parents through workshops or training organized by the school can enhance their understanding of effective parenting strategies, thereby creating consistency between the school and home environments in supporting child development. Thus, the synergy between teachers, psychologists, and parents is crucial to ensure that the interventions provided can be optimally implemented and yield significant results in changing the behavior of children with conduct disorder (CD).

Conduct Disorder (CD) is not just an ordinary behavioral problem, but a psychological disorder that has a significant impact on a child's social and academic development. Based on the observations and interventions conducted in this study, it was found that children with CD often exhibit maladaptive thought patterns, such as feeling that aggression is the only way to solve problems or that existing rules are irrelevant to them (Frick & Kemp, 2021). Therefore, Cognitive Behavioral Therapy (CBT) becomes the main approach in this intervention, with the aim of helping children identify and change these negative thought patterns. The CBT applied in this study focuses on emotion regulation strategies, increased self-awareness, and the development of problem-solving skills, which have been shown to yield positive results in reducing aggressive behaviors in children with CD.

In addition to a psychology-based approach, social support from the surrounding environment also plays an important role in the success of interventions (Baumann et al., 2023). Teachers who have a good understanding of CD can apply a positive discipline approach, which helps children feel more accepted and valued in the school environment. On the other hand, parental involvement is also crucial for the success of intervention programs. Children with CD who receive consistent support from their parents, such as clear behavior guidance and open communication, show better development compared to those who do not receive adequate guidance at home. Therefore, this research



recommends that intervention programs for children with CD should not only be implemented in schools but also reinforced in the family environment.

With a holistic and sustainable approach, children with CD have a great opportunity to develop more adaptive behaviors. Appropriate interventions not only help them manage emotions and aggressive behaviors but also enhance social skills that allow them to interact better in academic and social environments. This study also highlights that programs for handling children with CD should be conducted over the long term, with regular monitoring to ensure that positive changes can be maintained. With this research, it is hoped that awareness of the importance of early intervention for children with CD will increase, thereby helping them achieve optimal emotional, social, and academic development.

Conclusion

The key finding in this study is that CBT and social skills training play a critical role in helping children identify and change negative thinking patterns that affect their behavior. Techniques such as role-playing, positive reinforcement, and emotion regulation strategies have proven effective in enhancing children's social skills and self-regulation abilities. In addition to the intervention strategies applied in Kindergarten, this research highlights the importance of parental involvement in supporting children's behavioral changes. Children with CD who receive consistent support from parents show better behavioral change outcomes compared to those who do not receive guidance at home. Therefore, parental education on positive parenting strategies is essential in supporting changes in children's behavior. Another factor that influences the success of the intervention is support from the school environment and teachers. Teachers who have a good understanding of developmental disorders and apply positive discipline strategies can help create a more conducive learning and play environment for young children. In addition, the intervention programs implemented should be long-term to have an impact on sustainable changes in children's behavior.

This study provides insights that interventions for preschool-aged children with conduct disorder (CD) must be comprehensive, involving various parties, including schools and families. Thus, a multidisciplinary approach is essential to ensure that children with CD receive the support they need. The findings from this research indicate that children with CD still have the opportunity to develop more adaptive behavior if given appropriate and consistent interventions. Through the application of CBT-based methods and social support, children can learn how to interact with others. However, this study also has limitations, such as the limited research time and the still limited number of participants. Therefore, further research with a broader scope and longer research duration is needed. With this research, it is hoped that schools and parents will increasingly understand the importance of a systematic approach in dealing with children with behavioral disorders. In addition, the results of this study can serve as a basis for the development of more inclusive and responsive educational policies to the needs of children with behavioral disorders.

References

- Afifah, E. I., Triyono, & Hotifah, Y. (2016). Pengembangan Media Letter Sharing untuk Meningkatkan Keterampilan Komunikasi Siswa Introvert. *Jurnal Kajian Bimbingan Dan Konseling*, 1(1), 27–32.



- Alpiana, W. C., Hamzah, N., & Septianawati, D. (2023). Pengaruh Pola Asuh Orang Tua Terhadap Perkembangan Moral Agama Anak Usia Dini di TK Islam Harapan Indah Pontianak. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 1–9. <https://doi.org/10.24260/albanna.v3i1.2136>
- Andana, S., & YUSDIANA, Y. (2024). Ethno Parenting Suku Jawa: Nilai Pendidikan Islam Dalam Tradisi Sepasaran, Selapanan Dan Piton-Piton di Suku Jawa Parit Keladi Kecamatan Sungai Kakap Kubu Raya. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 51–57. <https://doi.org/10.24260/albanna.v3i1.2657>
- Anisah, A. S. (2015). Gangguan Perilaku Pada Anak dan Implikasinya Terhadap Perkembangan Anak Usia Sekolah Dasar. *JPSd (Jurnal Pendidikan Sekolah Dasar)*, 1(2), 5–20. <https://doi.org/DOI: http://dx.doi.org/10.30870/jpsd.v1i2.689>
- ‘Aziz, H., Sudrajat, A., Suparno, Purnama, S., & Putri, I. K. C. A. (2024). Embedding Effective Communication in Early Childhood Learning in Schools: Experience from Early Childhood Teachers. *Child Care in Practice*, 1–20. <https://doi.org/10.1080/13575279.2024.2333721>
- Baumann, S., Bernhard, A., Martinelli, A., Ackermann, K., Herpertz-Dahlmann, B., Freitag, C., Konrad, K., & Kohls, G. (2023). Perpetrators and victims of cyberbullying among youth with conduct disorder. *European Child and Adolescent Psychiatry*, 32(9), 1643–1653. <https://doi.org/10.1007/s00787-022-01973-0>
- Dvir, Y., Ford, J. D., Hill, M., & Frazier, J. A. (2014). Childhood Maltreatment, Emotional Dysregulation, and Psychiatric Comorbidities. *Harvard Review of Psychiatry*, 22(3), 149–161. <https://doi.org/10.1097/HRP.0000000000000014>
- Eisenbarth, H., Demetriou, C. A., Kyranides, M. N., & Fanti, K. A. (2016). Stability Subtypes of Callous–Unemotional Traits and Conduct Disorder Symptoms and Their Correlates. *Journal of Youth and Adolescence*, 45(9), 1889–1901. <https://doi.org/10.1007/s10964-016-0520-4>
- Fairchild, G., Hawes, D. J., Frick, P. J., Copeland, W. E., Odgers, C. L., Franke, B., Freitag, C. M., & De Brito, S. A. (2019). Conduct disorder. *Nature Reviews Disease Primers*, 5(1), 43. <https://doi.org/10.1038/s41572-019-0095-y>
- Frick, P. J., & Kemp, E. C. (2021). Conduct Disorders and Empathy Development. *Annual Review of Clinical Psychology*, 17, 391–416. <https://doi.org/10.1146/annurev-clinpsy-081219-105809>
- Gilman, R., & Chard, K. (2015). Cognitive-Behavioral and Behavioral Approaches. In H. T. Prout & A. L. Fedewa (Eds.), *Counseling and Psychotherapy with Children and Adolescents* (1st ed., pp. 115–153). Wiley. <https://doi.org/10.1002/9781394259496.ch5>
- 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>
- Kendall, P. C., Peterman, J. S., & Cummings, C. M. (2015). Cognitive-behavioral therapy, behavioral therapy, and related treatments in children. In A. Thapar, D. S. Pine, J. F. Leckman, S. Scott, M. J. Snowling, & E. Taylor (Eds.), *Rutter's Child and Adolescent Psychiatry* (1st ed., pp. 496–509). Wiley. <https://doi.org/10.1002/9781118381953.ch38>
- López-Romero, L., Cutrín, O., Maneiro, L., & Salekin, R. T. (2023). Proposed Specifiers for Conduct Disorder-Short Version (PSCD-SV): Psychometric Properties, Concurrent



- Correlates and Parenting Predictors. *Child Psychiatry and Human Development*, 54(5), 1258–1273. <https://doi.org/10.1007/s10578-022-01335-6>
- Moffitt, T. E., Arseneault, L., Jaffee, S. R., Kim-Cohen, J., Koenen, K. C., Odgers, C. L., Slutske, W. S., & Viding, E. (2008). Research Review: DSM-V conduct disorder: Research needs for an evidence base. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 49(1), 3–33. <https://doi.org/10.1111/j.1469-7610.2007.01823.x>
- Olashore, A. A., Ogunwale, A., & Adebawale, T. O. (2016). Correlates of conduct disorder among inmates of a Nigerian Borstal Institution. *Child and Adolescent Psychiatry and Mental Health*, 10(1), 1–10. <https://doi.org/10.1186/s13034-016-0100-0>
- Park, Y., Thor, P., & Yang, S. (2024). Risk and Resilience Focusing on Depression and Conduct Disorder: A Comprehensive Literature Review. *Adversity and Resilience Science*, 5(2), 123–139. <https://doi.org/10.1007/s42844-023-00116-x>
- Patel, R. S., Amaravadi, N., Bhullar, H., Lekireddy, J., & Win, H. (2018). Understanding the demographic predictors and associated comorbidities in children hospitalized with conduct disorder. *Behavioral Sciences*, 8(9), 2–9. <https://doi.org/10.3390/bs8090080>
- Sapendi, S., & Suratman, B. (2024). This is How We are at Home: Typology and Shifting Parenting Authority in Early Childhood. *Al-Athfal: Jurnal Pendidikan Anak*, 10(2), 135–149. <https://doi.org/10.14421/al-athfal.2024.102-04>
- Sit, M., Sitorus, M., Triowati, T., & Sitorus, J. (2024). Optimizing Early Childhood Communication Skills Through Question Board Media. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 1–12. <https://doi.org/10.24260/albanna.v4i1.1988>
- Tonyali, A., Göker, Z., & Üneri, Ö. Ş. (2019). Çocuk ve Ergen Davranım Bozukluğu Tedavisinde Psikososyal Müdahaleler. *Psikiyatride Güncel Yaklaşımlar*, 11(3), 284–303. <https://doi.org/10.18863/pgy.425225>
- Yuni, S., Kurniawan, S., & Widiatmaka, P. (2024). Etnoparenting: Early Childhood Parenting in the Muslim-Malay Community in Kapuas Hulu. *AlBanna: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), 49–60. <https://doi.org/10.24260/albanna.v4i1.2053>