



APPLICATION OF PARENTING EDUCATION PROGRAM TO IMPROVE ASPECTS OF COGNITIVE DEVELOPMENT OF EARLY CHILDHOOD

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Abstract

This study aims to determine the application of parenting education programs among teachers and parents in education units to improve children's cognitive development. This research uses more descriptive qualitative research. They conducted this research in TK LKMD Catur Tunggal Piyungan with the research source of principals, teachers, and parents. The research data were obtained from interviews using the Google Form or Whatsapp application and also document studies. The study results explain that the application of parenting education can improve the cognitive development of early childhood. This is because 1) parents get knowledge related to STPPA or Childhood Development Achievement Level Standard so that the treatment of parents in conducting learning assistance is more conditioned. 2) parents get a way to do learning to children to assist children well, and children get a good stimulus in improving cognitive development.

Keywords: cognitive, parenting education, early childhood

Introduction

Online learning that is being carried out at this time, due to the Covid-19 pandemic, of course, requires the role of parents in completing activities provided by school institutions (Wardani & Ayriza, 2020). This condition certainly causes many problems, as explained by the National Commission for Child Protection in a survey on 8-14 June 2020 involving 25.164 informants revealing that many children have experienced spiritual and physical violence during the pandemic (JPNN, 2020). Many parents object when their children learn from home (Cahyati & Kusumah, 2020). The actual condition shows that very few parents understand the correct parenting of their children when accompanying online learning. Parenting is an essential aspect in shaping the development and growth of children (Ramadani et al., 2016).

There are six aspects of development in children that educators and parents need to develop. Cognitive development is one of the educational domains that is emphasized in early childhood (Zulpadli et al., 2021). Cognitive development is also the ability to think, which is a benchmark of children's intelligence in responding to various problems and the process of age maturity through experiences. Children's cognitive development is related to thinking skills, which include remembering, memorizing, solving problems, and making decisions. Cognitive development cannot be separated from the people in their

environment, including parents. The role of parents is significant in developing the cognitive aspects of children because children spend more time with their parents (Ifitah & Anawaty, 2020). Based on (Trisnawati & Sugito, 2021), parents are responsible for 75% of mentoring and early childhood education, while educators through Early Childhood Education (PAUD) institutions are responsible for 25%. Therefore, parents are expected to provide proper education to their children to enhance cognitive development. Parents can assist children by preparing tools used by children and various learning assistance and activities that can optimize the learning process (Arinalhaq & Suryana, 2021). However, in reality, parents prioritize their work and fully entrust their child's development to the institution. Furthermore, some parents still don't know how to educate their children according to their age. So, there needs to be a collaboration between parents and educators (Suyadi & Selvi, 2019).

Not only the educators who need parenting insight in educating children, but parents also need adequate knowledge and skills to provide proper care for their children (Erlanti & Mulyana, 2016). A child is a mandate from God to parents, so the child must be nurtured, protected, directed, and appropriately educated. So, earliest age education is needed by knowing good parenting knowledge (Pancaningrum, 2018).

The science of parenting includes understanding how to care for children, developing children, and the role of the parent in being friends with children. Parenting knowledge also includes understanding the appropriate approaches to improve child development. Attitudes and parenting patterns significantly influence children's ability to manage their emotions, either directly or indirectly (Selvi & Saraswati, 2021). Previous research also reinforces that parenting helps children be motivated for growth and development (Ramadani et al., 2016). The intellectual, physical, emotional, and social development can be significantly supported by proper parenting in the family environment. This is in line with previous research that parental care has a fundamental role in optimizing children's potential (Sigit Purnama, 2016).

Based on the results of observations at TK LKMD Catur Tunggal, the understanding level of child care can be below. Parents demand children be able to produce good work, so parents are always helping their children's tasks in every condition. There is coercion in accompanying children to learn. This condition has negative impacts on children, one of which is children not being confident in their work, so parents must be given an understanding of the child's unique behavior.

The science of parenting should be owned by every parent, even if they are not a parent yet. So that parents will be genuinely mature in providing a stimulus for children's growth and development. However, there is very little knowledge and skill related to parenting. This is a big problem for educational observers and educational institutions, which need to be able to provide proper parenting for early childhood education (Suyadi & Selvi, 2022).

At school institutions, parenting is usually carried out through parenting programs. Parenting is a series of knowledge to learn the types of parenting for children. However, more specifically, it is the institution's activity to provide understanding to parents, which is carried out through parenting education. One of the aims of parenting education is to

improve students' cognitive development. The parenting education activity focuses on the materials of children's development, stimulating children's growth, and handling children when they experience various problems (Kausar & Suyadi, 2020).

The material in parenting also has a significant influence on parenting for children in determining whether parental care can improve children's cognitive development or not. So, this study will review how to improve children's cognitive development by applying for parenting education programs. The observations during the COVID-19 pandemic show that the TK LKMD institution has continued to strive for parenting education activities because these activities significantly affect children's development, especially children's cognitive development. Besides affecting children's cognitive development, parenting education can also give children the freedom to develop their creativity to achieve learning goals optimally.

Literature Review

The golden age of children is marked by the rapid and high development of children (Anggraini & Suyadi, 2019). One of them is cognitive development marked by the children's extraordinary curiosity. So, the children will ask about all the things around them which they think are new. Patmonodewo explained that cognitive behavior causes people to get the knowledge they need (Heryanti et al., 2014). Meanwhile, Gagne said that cognitive is a natural process that occurs in the nerve center when people think. Cognitive development is the process of increasing the ability to use knowledge.

The maturity of the brain usually influences the occurrence of cognitive development. The more often the brain is invited to explore, the more connected the nerves in the brain are. This cognitive factor is significant for everyone's success in learning, but this cognitive aspect can be developed when children are still at an early age. Cognitive is closely related to remembering and counting, so it is an activity that needs to be developed.

The cognitive development of children grows typically from infancy to adulthood. According to Piaget, the story takes place through four stages: (a) the sensorimotor stage (0-1.5 years), the earliest stage in a child's development. At this stage, the child learns to understand the world by organizing sensory knowledge (such as observing and hearing), and when the child is 1.5 years old, the child has begun to realize imperfect symbols. (b) pre-operational stage (1.5-6 years), the child starts to recognize the world and has already started to be able to explain the world through words, pictures, and paintings. (c) the concrete operational stage (6-12 years), the child can use logical thinking or operations at this age, but only physical objects exist at this time. (d) formal operational stage (12 and above), at this stage, the individual has gone beyond concrete experience and thinks more abstractly or logically (YUSSEN, 1978).

According to (Ibda, 2015), The stage of development of each child, can run well with a suitable thinking mechanism by adhering to the principles of action, including: (1)

assimilation, which is the process of disseminating new information into existing information in the schemata. This means the individual's efforts to receive environmental information by adapting it to the existing structure of organisms by combining them. (2) accommodating is the process of uniting new information in the schemata so that an individual will broaden his view. (3) equilibrium, related to the efforts of each individual to resolve the conflict related to himself when he was facing a problem.

According to Piaget (Abidin, 2021), educators have an essential role in developing children's cognition with several purposes: 1) enabling children to develop their perceptions based on what they see, hear and feel, and fully understand in a comprehensively and comprehensive. 2) Training the children's memories of events and experiences that they have experienced. 3) Developing thinking skills by connecting to another. 4) Understanding the abstract information around them. 5) Thinking scientifically and naturally. 6) Solving the life problem they are experiencing, so the children will become individuals who can help themselves.

Parenting is an interactive process that causes changes between parents and children. Parenting education is a program that can assist parents in strengthening their knowledge and skills in parenting, facilitating and improving their behavior to develop their children to reach a positive stage. Parenting education describes teaching and supporting programs for parents that focus on the skills, feelings, and duties of being a parent. Several types of parenting education are divided based on the target population: parenting education for all parents, new parents at risk, parents with low education, parents who abuse and neglect children, prevention of violence against children, and youth with disabilities (Bornstein, 2002).

This parenting education focuses on knowledge, skills, self-deprivation, interpersonal relationships, family planning, child health, and socio-emotional and cognitive behavior. The methods of delivering parenting education can be obtained through handbooks and manuals, television and radio series, group-based parenting and child development classes, home visit programs, and all methods (Erlanti & Mulyana, 2016). The topic of discussion that is usually discussed in parenting education is nurturing children. This knowledge of parenting usually includes appropriate approaches to provide physical, biological, socio-emotional, and cognitive needs as they develop. Formal institutions generally hold parenting education to provide proper and proper care for parents to children's development. In delivering parenting education, each institution has a different target focus, type, and delivery methods (Najwa, 2021).

The materials in parenting education can be institutions to change parents' paradigms regarding children. Parents must understand three paradigms regarding children. Children are stars, children's abilities are as vast as the ocean, and our children have treasures (Chatib, 2013). The mindset of parents that needs to be changed first is to look at the child's figure, which parents should be able to see how the child's condition is. Many parents do not realize that they are the ones who provide a layer of barriers to a child's development. Parents often easily judge that the child is naughty when the child

makes a mistake and say the child is stupid when a child is unable to do something. These things are the basis of a child experiencing a decline in development. The parents they rely on in development provide barriers to the child's development in those things above and should be able to appreciate each child's different potential and provide support and direction to the child's potential. So, the child can pass the stage of development appropriately and adequately. This paradigm is the ground foundation that parents need to learn during parenting education activities.

The second point of view is to believe that children have abilities beyond the ocean. Many parents and even educators often ignore the child's process compared to the results. Children who have perfect results do not necessarily have excellent techniques, and vice versa. Children who do not have imperfect values also do not necessarily have inferior processes. Every process that the child does is a way to hone his abilities. So, parents must understand that the process of children to achieve results is the main thing that supports the development of capacities in children. In the second paradigm, what needs to be emphasized is that children have multiple or non-single abilities, so children have varying attitudes depending on how their parents direct them (Chatib, 2013).

The third paradigm that parents need to know is that children have multiple intelligences. Various intelligence makes every child different in their ability development: linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and existential intelligence are the nine types.

The three paradigms above can be the basis for parents in educating and providing a stimulus to every child's development (Chatib, 2013). So, the incompatibility of understanding between parents and institutions related to child development is no longer a concern for institutions because parents have understood how to educate children correctly and appropriately without limiting every child's movement.

Methods

This study uses descriptive qualitative research. This study tries to explore a phenomenon that occurs in the community to find out how the conditions, sensations, and facts related to the title of this study. The research was conducted in TK LKMD Catur Tunggal using two data collection techniques: interviews and document studies. Interviews with teachers were conducted by distributing online questions using the Google Form application, WA, social media, and also conducting direct interviews with educators, which were met by researchers (Fatahillah & Sari, 2021).

The research subjects consisted of principals, teachers, and LKMD Catur Tunggal kindergarten parents. The analysis technique in this study went through four stages: data collection, data reduction, data presentation, and concluding (Matthew B. Miles, A. Michael Huberman, 2014). To produce credible research, testing the validity of the data in this study uses a triangulation technique. Researchers seek information using interviews

and document studies with the same data subject. Those are the principal of TK LKMD Catur Tunggal and educators at TK LKMD Catur Tunggal (Sugiyono, 2016).

Result/Findings

According to Piaget, children are born with several sensorimotor schemata, which provide a framework for the child's initial interactions with the environment. Cognitive development is more often known as developing the child's brain. Parents certainly have an essential influence on improving children's cognitive development. This can be done since the child is in the womb. Parents often invite their children to interact. Of course, they make children think more often and store various memories. So, children will acquire broad knowledge (Putri & Suyadi, 2021).

As a parent, you can't do it carelessly in improving your child's cognitive development. There needs to be an understanding for parents in understanding children's behavior, which tends to be said as strange. However, the oddity of the child is a unique thing for children. So, parenting education programs are beneficial for parents in choosing the parenting pattern given to their children.

Parenting education must be pursued because it can affect the understanding and mindset of parents, which will impact children's development. So, these programs must be implemented continuously and sustainably. The application of parenting education carried out by TK LKMD is in the form of mini parenting. Each meeting only contains five members of the student's guardian, so that in this process, parents will convey more about the problems they face when they are at home. This can be seen in Picture 1. In implementing this program, the institution hopes that parents can assist educators in improving aspects of child development.



Fig 1. Parenting Education

Efforts made by institutions in implementing programs to improve children's cognitive development include:

Provision of STPPA materials

STPPA, the standard for child development achievement levels, is the minimum criteria for the abilities achieved by children in all aspects of development and growth that have Islamic characteristics and include religious and moral values, physical-motor, cognitive, language, and social-emotional and artistic. The standard level of achievement of a child's development has been described in detail in the Minister of Education and

Culture law No. 137 of 2014. The children's achievement level development varies according to their age, likewise for children's cognitive development. Children will achieve different results from one child to another because children's process is different.

However, educators need to pay attention to the children's achievement level development because children's thinking styles are different (Pancaningrum, 2018). So, knowing the level of achievement of this child's development is essential for educators and parents. So that, if the children experience delays in their development, educators of parents can provide the best solution for their child.

Many parents ignore and even force their child's development that should not have reached that stage, but parents want their children to get to that stage. For example, in TK LKMD, many parents demand their children have good work, even though the child should still be in the process of achieving the indicators of developing as expected (BSH). If this often happens, it will create a fatal risk. One is that the child becomes insecure about himself due to coercion from parents who demand perfect results. Even though the ideal outcome is from the unwillingness to lose between one parent to another, it can be said that the parent of child A feels prestige if his child's development is not better than the work of child B. This is reinforced by a statement from the headmaster of the TK LKMD Catur Tunggal:

"The children's work that was sent was very unnatural because the results were excellent. When this parenting education activity was held, I asked the parents do their children were doing the task? It turned out to be true. And one of the reasons people know how to do it is because of prestige if their children's work is not as good as other children."

In addition, in TK LKMD, most of the children do not know the educator. This is a fatal thing where a child does not recognize his teacher. The parents of the student reinforced this statement. *"In the past, I have introduced the teachers' names in this kindergarten to my child, but by the time, my children only know Mrs. Sum because of the principal."*

The process indeed cannot be separated from parents. When parents introduce the educator's name, they only introduce it once or not repeatedly, so children have forgotten the educator's name in the kindergarten because, in principle, repetition in introducing something to children is a natural thing. Children are still pure in their minds, so parents must continuously teach good things to children without getting bored. Introducing the educator needs synergy between parents and the institution because before the institution held parenting education activities, parents were very indifferent about parenting. However, when parents received material related to STPPA, parents became very concerned about their children. Even parental treatment of children is also more considerate.

Before holding parenting education activities, parents still force children to get perfect results. For example, when educators provide activities such as telling about land

animals, the parents will dictate to the child even though parents should use the question and answer method to the child so that the child will analyze it himself related to land animals. The condition above is an example of the need for parenting education, so parents can handle their children well, especially at the age of children which is a golden age. Parents must understand the level of achievement of children's development.

In TK LKMD, the principal has implemented this parenting education program. Changes that occur related to child development are also very significant. Before parents receive material related to their developmental achievements, they ignore providing learning assistance to the child's mood, so parents are forced to learn to do this. Meanwhile, after parents receive material related to their child's developmental achievements, they are more patient and provide more opportunities for children to explore. For example, some children could not distinguish colors before the parenting education program. Then after parents received material related to their child's developmental achievements, it was easier for parents to convey the material.

In Implementing this parenting education program, educators also give messages to parents regarding group division when children do PTMP (limited face-to-face learning). In this group division, rolling is done once a week, so parents have to pay attention to the names of the groups. For example, there is the name of the apple group, which comes every Wednesday in November. This situation makes parents play an active role by telling children that today children are included in the Apple, Strawberry, or Mango group (reinforced by Picture 2 regarding the PTMT schedule for children in November). Then, when the child arrives at school, the educator will welcome the child while asking which group they are include. When the parents have told and given a message to be remembered, the child will answer correctly. This indeed needs children's cognition in placing parent's statements from home that then be told to the educators when they arrive at school. In addition, children will also practice independently. Independence is instrumental in children's cognitive development because children will learn to understand the risks related to the children's behavior in taking attitudes when children encounter a problem (Alimuddin, 1919).

Fig. 2. The schedule of PTMT

This may be considered trivial for parents, so parents ignored this at first. However, after the parenting education program was held, parents understood what could support the development of their children. So this proves that the knowledge of parents

regarding the achievement level of children's development is very influential on children's development, especially children's cognitive development, and can indirectly improve children's cognitive development.

Providing material related to how to do learning to children

The Covid-19 pandemic demands parents to return to be the Madrasah again. This situation requires parents to be teachers for their children at home. Starting from habituation activities carried out at school until the core activities carried out by educators at school, now become the parents' job. In assisting children, parents need to know how to provide good and appropriate material to children.

Several things can be applied in doing learning to their children well. For example, they use a method appropriate to the material presented and adapted to the child's condition (Angraini & Suyadi, 2019). Not all parents understand choosing this method. So, with the provision of this parenting education program, it is hoped that parents will be able to understand the proper process to provide learning assistance to children.

Based on the results of interviews, several ways suggested by TK LKMD Catur Tunggal educators to parents to do learning at home are, 1) giving rewards and also giving appreciation to children regardless of the result the child gives, 2) inviting children to interact with other things frequently that are around children because it can help children to grow their cognitive indirectly, 3) making agreements with children regarding children's study hours, so children will also practice to be disciplined and respect time.

The learning model used by TK LKMD Catur Tunggal during a pandemic is taking assignments, then children do the job at home with their parents. When parents do activities with their children, the educator will explain how to do the given task. Explaining how to do this activity can also help improve a child's cognitive development. Because if parents can understand how to accompany children in learning, parents will not demand children achieve maximum results, but parents will invite children to increase their creativity.

With these methods, parents indirectly help improve children's development, especially children's cognitive development because children will get to know the natural environment according to their understanding. So, the application of parenting education programs can improve children's cognitive development.

Discussion

The COVID-19 pandemic has brought many changes. Especially in the field of education, because parents are now required to replace the role of educators when carrying out BDR activities. This BDR activity has a close relationship with parents, so it is hoped that parents can provide the best care for their children. However, many parents still do not understand the provision of excellent and correct parenting for children. So, this parenting education program is one of the institution's efforts in helping parents know or understand good and proper parenting.

The provision of this care becomes an essential value because it can affect aspects

of development in children. If parents choose the wrong parenting pattern, it will affect aspects of child development. One aspect of development closely related to parenting is children's cognitive development. When parents already know how to care for their children properly, they will become independent and confident individuals. Statements also influence this independent and confident attitude in the child. The more parents support each child's decision, the greater the child's level of confidence to have a positive impact on the child.

The development of children who are adequately stimulated will also form a good child's personality. So, parents must understand the pattern of parenting to their children so that parents do not always give an authoritarian parenting pattern or always impose the child's will. The more liberated children are in exploring, the richer their knowledge will be so that children will have extensive knowledge.

Conclusion

Children are born with their uniqueness. In reviewing this uniqueness, it is necessary to have assistance from educators and parents so that the children can find out their potential by themselves. By implementing this parenting education program, it is hoped that parents will be able to improve their child's development according to their stage of development. There are several parenting education programs to enhance children's cognitive development in TK LKMD Catur Tunggal: (1) introducing the achievement level of children's development to parents, so parents are expected to understand the stage of development of each child. (2) By providing the appropriate ways of teaching by parents to children, it is hoped that parents will be able to choose the methods in conducting learning assistance, so learning, from the children's point of view, is no longer scary but fun.

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