



The Relationship between Parenting and Motor Development of Pre-School Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

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ABSTRACT

Children at preschool age have a lot of potential to develop. Children's motor development can be in the form of fine motor development and gross motor development. The normal development pattern in every child is not always the same and can be influenced by several factors, one of which is parental parenting. This study aims to determine the relationship between parental parenting and motor development of pre-school children in Mawar Kindergarten, Bubeya Village, Bone Bolango Regency. This study uses a cross-sectional study approach. The research sample was 37 respondents determined by total sampling technique. Data collection was done using observation sheets and questionnaires. The data was analyzed using a chi square statistical test. The results of the study were obtained that parents of preschool children mostly applied permissive parenting, namely as many as 16 parents or 43.2%, gross motor development was mostly in the suspect category, namely 21 children or 56.8% and fine motor development was mostly in the suspect category, namely 22 children or 59.5%. The results of the chi square test had a p value of 0.001 (p value < α 0.05) which means that there is a meaningful relationship between parental parenting and fine motor development and gross motor development of preschool-age children. The conclusion of the study is that there is a relationship between parental parenting and fine motor development and gross motor development of preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency. It is recommended to schools that are expected to help in improving parental knowledge, attitudes, behaviors and provide knowledge about the importance of parenting with fine motor development in preschool-age children.

INTRODUCTION

Preschool-age children are children between the ages of 3 and 6 years, during this period physical growth slows down and psychosocial and cognitive development increases. Preschool is the optimal period for children to start showing interest in health, children are developing. Their preschool-age children know that they can do more, but they are also acutely aware of the barriers to themselves with adults as well as their own limited abilities (Arif et al., 2019a)

Preschool childhood in vulnerable child development is a golden age. During this period, physical growth, intelligence, motor skills and social emotions develop rapidly (Fusfitasari & Yeni Eliyanti, 2022). Preschool children's development is a very important part. During this period, children also experience critical periods. Various forms of disease, malnutrition, as well as lack of affection and lack of stimulation at this age will have negative impacts that persist into adulthood related to adulthood and even into old age. Child development is also inseparable from the role of caregivers or people who take care of toddlers. Caregivers are most often played by

parents or those closest to the child. They are supposed to recognize and understand the needs of children and communicate and interact with children (Iwo et al., 2021).

Children at preschool age have a lot of potential to develop. They can develop their abilities by getting the opportunity to perform motor activities that are trained according to their development. Children's motor development can be in the form of fine motor development and gross motor development. Fine motor development is a process activity to produce skills and movement patterns performed by children. Children's development can be seen from children's abilities in speaking, playing, arithmetic, reading and others (Halima, 2023). Gross motor development is a body movement that uses large muscles or most or all of the limbs that are affected by the child's own maturity. For example, the ability to sit, kick, run, go up and down stairs and so on (Munir & Virana, 2019).

The World Health Organization (WHO) reports that 5 to 25% of preschool-age children suffer from minor brain dysfunction, including fine motor developmental disorders. Around 13% of toddlers in Indonesia experience intellectual impairment due to impaired brain, hearing, and motor development. Meanwhile, based on the Indonesian Pediatrician Association, it is stated that around 5-10% of children are estimated to experience developmental delays. Data on the incidence of general developmental delays has not been known for sure, but it is estimated that around 1-3% of children under the age of 5 experience general developmental delays (Fusfitasari & Yeni Eliyanti, 2022)

The normal developmental pattern in every child is not always the same. This can be influenced by several factors, one of which is parental parenting. Parental parenting is the attitude and way of parents in preparing younger family members, including children, so that they can make their own decisions and act on their own so that they experience a change from a state of dependence on parents to being independent and responsible for themselves (Mifhtahudin, 2021). Preschoolers will usually imitate what their parents teach, either directly or indirectly. So that parents must be able to improve their knowledge and abilities in creating a conducive family environment and conditions to support the child's development process (Framanta, 2020).

There are three types of parenting styles, namely democratic parenting, authoritarian parenting and permissive parenting. Environmental and personality factors of children can affect delays in motor development. It is likely that the child's parenting pattern and the environment play a role in providing stimulation to develop motor skills and is urgent or important. Parental parenting has a great influence on gross and fine motor development. This ability is illustrated by children's behaviors such as the desire to play, the desire to explore the outside world, and the imagination of creating a behavior (Musthofa, 2022).

Research shows that parental parenting is related to preschool child development. The results of Wulan Diana's (2019) research show that there is a relationship between parental parenting and fine motor development of preschool-age children. Motor development is greatly influenced by the role of parents in educating and nurturing their children.

Research by Munir & Virana (2019) on preschool children at PU 1 irdaus Jombang shows that there is a relationship between parenting in stimulating gross motor development and fine motor development of children. Children who receive negative parenting from their parents have a child's motor development that is not in accordance with their age.

The phenomenon that is happening today is a change in child development. This can be caused by parents being busy at work so that interaction and communication with children decreases. This can then have an impact on the development of gross motor and fine motor skills in children. Based on initial observations made at Mawar Kindergarten, Bubeya Village, 10 children aged 5-6 years old, it was found that 7 out of 10 children still could not maintain balance with one foot in 3 seconds and 11 seconds, drawing a predetermined one and catching the ball, then a short interview from each parent about how they parented their child, some mothers made rules that children must follow, some did not give time limits to children during playtime, Then some mothers say it gives their children complete freedom to use the money they have.

From the above problems of parental parenting to the development of preschool children, parental parenting is very closely related to child development. This is because an individual's personality is formed starting from childhood, where parents provide direction and guide children starting from childhood. Thus, it can be said that the parenting style applied by parents is very dominant in shaping children's motor development. If the parenting style applied by parents is wrong, it will slow down the development of gross motor and fine motor skills of children.

RESEARCH METHODS

This research was carried out at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency. This research will be carried out in August 2024. This research is an observational analysis with a cross-sectional study approach, which is a research design that functions to get an overview of the relationship between two variables that are measured together at a certain time (Artha Budi Susila Duarsa, 2021). The sample in this study is part of the population and the sample that will be used in the study using the total sample technique, namely the entire population of 37 parents of preschool children is used as a research sample.

Data analysis is grouping data by studying data and then sorting through the data that has been collected to find which important data to study. The data in this study will be analyzed univariate and bivariate.

RESULTS**Univariate Analysis****Parenting of Preschool Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency**

Table 1. Parenting of Preschool Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

No.	Parenting	Frequency (F)	%
1	Authoritarian	8	21,6
2	Permissive	16	43,2
3	Democratic	13	35,1
	Total	37	100

Source; Premiere date 2024

The table shows that most of the parents of preschool children in Mawar Kindergarten, Bubeya Village, Bone Bolango Regency, apply permissive parenting, namely as many as 16 parents or 43.2%, while those who apply democratic parenting are 13 parents or 35.1% and parents who apply authoritarian parenting are 8 parents or 21.6%.

Gross motor development of Preschoolers at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

Table 2. Gross motor development of Preschoolers at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

No.	Gross Motor	Frequency (F)	%
1	Suspect	21	56,8
2	Normal	16	43,2
	Total	37	100

Source; Premiere date 2024

The table shows an overview that most of the gross motor development of preschoolers at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency are in the suspect category, namely 21 children or 56.8% and 16 children or 43.2% who are in the normal category.

Fine Motor Development of Preschoolers

Table 3 Fine motor development of Preschoolers in Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

No.	Fine Motor	Frequency (F)	%
1	Suspect	22	59,5
2	Normal	15	40,5
	Total	37	100

Source; Premiere date 2024

The table shows that most of the fine motor development of preschoolers at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency are in the suspect category, namely 22 children or 59.5% and 15 children or 40.5% who are in the normal category.

Bivariate Analysis**The Relationship between Parental Parenting and Gross Motor Development of Pre-School Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency**

Table 4 relationship between parental parenting and gross motor development

Parenting	Gross Motor				Total	P
	Suspect		Normal			
	F	%	F	%	F	%

Authoritarian	6	16,2	2	5,4	8	21,6	
Permissive	12	32,4	4	10,8	16	43,3	
Democratic	3	8,1	10	27	13	35,1	0,010
Total	23	62,2	14	37,8	37	100	

Based on the table, it was found that of the 8 preschool-age children who received authoritarian parenting, 6 of them had suspicious gross motor development and 2 children developed normally. Meanwhile, 16 children who received permissive parenting, 12 children had the suspect's gross motor development and 4 children developed normally. Meanwhile, 13 children received democratic parenting, 3 children had suspect gross motor development and 10 children developed normally.

The results of the chi square statistical test obtained a p value of 0.010 or a value of $\alpha < 0.05$ which means a significant and meaningful relationship between parental parenting and gross motor development of preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency.

The Relationship of Parental Parenting with the Fine Motor Development of Pre-School Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

Table 5 parenting relationship with fine motor development Preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

Parenting	Fine Motor				Total	P	
	Suspect		Normal				
	F	%	F	%	F	%	
Authoritarian	6	16,2	2	5,4	8	21,6	
Permissive	13	35,1	3	8,1	16	43,3	
Democratic	3	8,1	10	27	13	35,1	0,004
Total	23	62,2	14	37,8	37	100	

Based on the table, it was found that of the 8 preschool children who received authoritarian parenting, 6 of them had subtle motor development that was suspect and 2 children developed normally. Meanwhile, 16 children who received excuse parenting, 13 children had the suspect's fine motor development and 3 children developed normally. Meanwhile, 13 children who received democratic upbringing, 3 children had suspect fine motor development and 10 children developed normally.

The results of the chi square statistical test obtained a p value of 0.004 or a value of $\alpha < 0.05$ which means a significant and meaningful relationship between parental parenting and the fine motor development of preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency.

DISCUSSION

Univariate Analysis

Overview of Parenting Patterns of Preschool Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

The results of the study show that most of the parents of preschool children in Mawar Kindergarten, Bubeya Village, Bone Bolango Regency, apply permissive parenting, namely as many as 16 parents or 43.2%, while those who apply democratic parenting are 13 parents or 35.1% and parents who apply authoritarian parenting are 8 parents or 21.6%.

Parenting is a method used in the process of continuous interaction between parents and children to form a warm relationship, and facilitate children to develop children's abilities which include fine motor development and gross motor development. Permissive parenting shown by most parents provides an overview of the type of permissive parenting that tends to feel indifferent and gives opportunities and freedom at large to children. This is

as explained by Musthofa (2022) that parents who implement permissive parenting often follow all the wishes and wishes of their children. This means that children are the center of all rules in the family. Parents have no authority. The result is that children never learn to control their own behavior, always expect to get their wishes, tend to commit actions that violate social values and rules.

The same opinion is also expressed by Nurdiansyah (2023b) that parents who apply permissive parenting will produce the characteristics of children who are impulsive, aggressive, disobedient, spoiled, lack of independence, want to win on their own, lack of confidence and lack social maturity.

Parenting can also be influenced by parental age, parental involvement, education, and previous work and experience in parenting, parental stress, marital relationships. This is as shown by data where 14 parents who apply permissive parenting have a high school education. In addition, the results of interviews with parents found that the implementation of parenting so far is more based on previous experience of caring for children. This is also as explained by Khamim (2021) that the more experience one has, the more knowledge a person will also increase. So that with the experience possessed by parents can help in parenting children and meet the needs of children optimally. Nurdiansyah (2023b) also stated that the higher a person's education, the higher the level of knowledge a person has, the more experience will increase, which will affect the person to behave and behave. Parents' education and experience in child care will affect their readiness to carry out parenting roles.

Based on the results of the study, the researcher concluded that parenting plays an important role in child development. Parenting in children can be influenced by the level of education of parents and previous experience in parenting.

Gross motor development of Preschoolers at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

The results showed that most of the gross motor development of preschool children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency were in the suspect category, namely 23 children or 62.2% and 14 children or 37.8% who were in the normal category.

Gross motor development is motor development involving large muscles; Covering the development of head, body, limb movements, balance and gross motor development movements, most of which are starting to develop, shows positive things. However, slow gross motor development can be caused by several things, one of the causes of motor development disorders is muscle tone disorders or neuromuscular diseases. Children who do not have the opportunity to learn such as are often carried or placed on a baby walker can experience delays in achieving motor skills (Andriyanti, 2019).

Children's motor development as presented in the child's developmental pre-screening questionnaire (KPSP) table:

The same opinion is also expressed by Munir & Virana (2019) that in children aged 3-5 years gross motor skills in children will begin to develop, children will begin to be able to run well, jump and play with various kinds of games given. Gross motor is part of motor activity in the form of large muscle skills, this movement requires physical strength and balance, gross motor movements involve the activity of the muscles of the hands, feet, and all limbs, and relies on maturity in coordination.

Based on the results of this study, the researcher concluded that gross motor development in preschool children is very important. Gross motor skills are built from all ages of toddlers and will improve well as they get older and mature.

Overview of the fine motor development of preschoolers at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

The results of the study show that most of the fine motor development of Preschool Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency are in the suspect category, namely 22 children or 59.5% and 15 children or 40.5% who are in the normal category.

The results of this study are in line with Wulan (2019) who showed the frequency of fine motor development in the coconut village RW 03 Legok. 23 (51.1%) were fine motor that did not conform, while 22 (48.9%) were fine motor that did not conform.

Fine motor is a movement that uses the smooth muscles or a specific part of the body, which is affected by the opportunity to learn and practice. For example, the ability to move objects from the hand, doodle, arrange blocks, cut, write and so on.

The fine motor development of preschool children who are in the category of starting to develop is usually melrelka who have not been able to perform tasks according to the age line. This developmental delay can be caused by a lack of stimulation from the child's parents so that the child is less able to get a gap to learn the child's fine motor development. This is also as stated by Halima (2023) that the development of children's fine motor delays has become a factor in their fine motor development because this will hinder children's development in terms of achievement and interest in learning and lack of motivation to learn, genetic factors, nutrition, parental parenting, and cultural or racial differences are among the factors that affect children's motor development.

Bivariate Analysis of the Relationship between Parental Parenting and Gross Motor Development and Fine Motor Development of Pre-School Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency

The results of the study found that of the 8 preschool-age children who received authoritarian parenting, 6 of them had the development of rough motives that were suspect and 2 children developed normally. Meanwhile, 16 children who received permissive parenting, 14 children had the suspect's gross motor development and 2 children developed normally. Meanwhile, 13 children received democratic parenting, 3 children had suspect gross motor development and 10 children developed normally.

The results of the chi square statistical test obtained a p value of 0.001 or a value of $\alpha < 0.05$ which means that there is a significant and meaningful relationship between parental parenting and gross motor development of preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency.

The results of the study also found that of 8 preschool-age children who received authoritarian parenting, 6 of them had dubious subtle motor development and 2 children developed accordingly. Meanwhile, 16 children who received permissive parenting, 13 children had dubious fine motor development and 3 children developed accordingly. While 13 children received democratic parenting, 3 children had dubious fine motor development and 10 children developed accordingly.

The results of the chi square statistical test obtained a p value of 0.004 or a value of $\alpha < 0.05$ which means a significant and meaningful relationship between parental parenting and the fine motor development of preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency.

The relationship between parenting and the development of gross motor and fine motor skills of preschool-age children is because the treatment of parents in children will affect children's attitudes and behaviors. In parenting, parents tend to use certain parenting styles. This personal social ability will be influenced by the parenting style applied by parents to children, if the parenting style applied is good, the child's personal social skills will be positive.

Parents must always provide stimulation or stimulation to children in all aspects of development, both gross and fine, language and social personality. So that the child's development runs optimally, the lack of stimulation can cause delays in the child's development. Children can be said to experience a complete developmental delay when the child experiences delays in more than two domains of development.

Democratic parenting can provide a stimulus that children can receive well. Stimuli provided through good parenting can develop children's fine motor skills better. Each child is a unique individual because of the innate factors and different parenting styles, so the achievement of children's abilities is also different. Permissive parenting will produce characteristics of children who are aggressive, obedient, spoiled, less independent, want to win on their own, lack confidence and lack social maturity. Authoritarian parenting puts the position of parents centrally, meaning that all words, words and will of parents are used as benchmarks or rules that must be obeyed by children. Parents place strict boundaries and control on the child, applying harsh punishments so that this can interfere with the child's motor development (Sundayana et al., 2020).

However, in the study, there was a parenting style of authoritarian parents who had normal motor development. According to researchers, this can be caused by environmental factors. As is known, one of the factors that can affect children's development is how children can interact with the environment. A good environment such as children interacting with peers or interacting with other family members will provide a framework for children to be able to develop according to what they feel.

This opinion is as explained by Arif et al. (2019). That the environment is where the child lives and develops and functions as a provider of children's basic needs. The function of the environment as a provider of children's basic needs. The environment can be grouped into 4 types of environments, namely: family environment, child health protection environment, community environment, and stimulation or education environment.

Based on the results of this study, the researcher concludes that parenting is a process of interaction between children and parents in learning and education which will be very beneficial for aspects of children's growth and development. Good parenting will have an impact on the development of children's gross motor and fine motor skills because children will always follow and emulate what is obtained through parental care.

CONCLUSION

Parents of preschool children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency, implemented permissive parenting, namely 16 parents or 43.2%, while those who applied democratic parenting were 13 parents or 35.1% and parents who applied authoritarian parenting were 8 parents or 21.6%.

Gross motor development of preschool children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency, Most of them are in the suspect category, namely 21 children or 56.8% and 16 children or 43.2% who are in the normal category.

Fine motor development of Preschool Children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency Most of them are in the suspect category, namely 22 children or 59.5% and 15 children or 40.5% who are in the normal category.

There was a significant and meaningful relationship between parental parenting and gross motor development (p value 0.001) and fine motor (p value 0.004) in preschool-age children at Mawar Kindergarten, Bubeya Village, Bone Bolango Regency.

SUGGESTIONS

For Education

For education, it is expected to help in improving parental knowledge, attitudes, behaviors and providing knowledge about the importance of parenting with fine motor development in preschool-age children.

For nursing

It is hoped that it can be used as a reference as an effort in providing nursing interventions, especially in improving children's motor development through parental parenting.

For parents

Parents should apply a democratic parenting style in educating, parenting their children and the importance of direct parental involvement in caring for their own children while still providing stimulation or honing at all times with parental supervision and guidance and while still respecting children's rights

For further research

The next research is expected to develop this research by conducting research on what factors can improve children's motor development.

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