

Daftar Pustaka

- Abimpaye, M., Dusabe, C., Nzabonimpa, J. P., Ashford, R., & Pisani, L. (2020). Improving parenting practices and development for young children in Rwanda: Results from a randomized control trial. *International Journal of Behavioral Development*, 44(3), 205–215. <https://doi.org/10.1177/0165025419861173>
- Ashiabi, G. S. (2007). Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play. *Early Childhood Education Journal*, 35(2), 199–207. <https://doi.org/10.1007/s10643-007-0165-8>
- Azar, S. T., Reitz, E. B., & Goslin, M. C. (2008). Mothering: Thinking is part of the job description: Application of cognitive views to understanding maladaptive parenting and doing intervention and prevention work. *Journal of Applied Developmental Psychology*, 29(4), 295–304. <https://doi.org/10.1016/j.appdev.2008.04.009>
- Bartlett, G., Vedel, I., Hong, Q. N., Pluye, P., Rousseau, M.-C., Fàbregues, S., Boardman, F., Griffiths, F., Cargo, M., Dagenais, P., Gagnon, M.-P., Nicolau, B., & O'Cathain, A. (2018). The Mixed Methods Appraisal Tool (MMAT) version 2018 for information professionals and researchers. *Education for Information*, 34(4), 285–291. Doi: 10.3233/EFI-180221
- Borisova, I., Pisani, L., Dowd, A. J., & Lin, H.-C. (2017). Effective interventions to strengthen early language and literacy skills in low-income countries: Comparison of a family-focused approach and a pre-primary programme in Ethiopia. *Early Child Development & Care*, 187(3/4), 655–671. Doi: 10.1080/03004430.2016.1255607
- Brophy-Herb, H. E., Schiffman, R. F., Bocknek, E. L., Dupuis, S. B., Fitzgerald, H. E., Horodyski, M., Onaga, E., Van Egeren, L. A., & Hillaker, B. (2011). Toddlers' Social-emotional Competence in the Contexts of Maternal Emotion Socialization and Contingent Responsiveness in a Low-income Sample: Toddlers' Social-emotional Competence. *Social Development*, 20(1), 73–92. <https://doi.org/10.1111/j.1467-9507.2009.00570.x>
- Bunga, B. N., Wijaya, R. P. C., & Kiling, I. Y. (2021). Studying at Home: Experience of Parents and Their Young Children in an Underdeveloped Area of Indonesia. *Journal of Research in Childhood Education*, 1–11. <https://doi.org/10.1080/02568543.2021.1977436>
- Chung, G., Lanier, P., & Wong, P. Y. J. (2020). Mediating Effects of Parental Stress on Harsh Parenting and Parent-Child Relationship during Coronavirus (COVID-19) Pandemic in Singapore. *Journal of Family Violence*. <https://doi.org/10.1007/s10896-020-00200-1>
- Coren, E., Barlow, J., & Stewart-Brown, S. (2003). The effectiveness of individual and group-based parenting programmes in improving outcomes for teenage mothers and their children: A systematic review. *Journal of Adolescence*, 26(1), 79–103. [https://doi.org/10.1016/S0140-1971\(02\)00119-7](https://doi.org/10.1016/S0140-1971(02)00119-7)

- Denham, S. A. (2006). Social-Emotional Competence as Support for School Readiness: What Is It and How Do We Assess It? *Early Education & Development*, 17(1), 57–89. https://doi.org/10.1207/s15566935eed1701_4
- Duncan, K. M., MacGillivray, S., & Renfrew, M. J. (2017). Costs and savings of parenting interventions: Results of a systematic review: Costs and savings of parenting interventions. *Child: Care, Health and Development*, 43(6), 797–811. <https://doi.org/10.1111/cch.12473>
- El Nokali, N. E., Bachman, H. J., & Votruba-Drzal, E. (2010). Parent Involvement and Children's Academic and Social Development in Elementary School: Parent Involvement, Achievement, and Social Development. *Child Development*, 81(3), 988–1005. <https://doi.org/10.1111/j.1467-8624.2010.01447.x>
- Garbe, A., ogurlu, U., Logan, N., & Cook, P. (2020). Parents' Experiences with Remote Education during COVID-19 School Closures. *American Journal of Qualitative Research*, 4(3). <https://doi.org/10.29333/ajqr/8471>
- Gardner, F., Montgomery, P., & Knerr, W. (2016). Transporting Evidence-Based Parenting Programs for Child Problem Behavior (Age 3–10) Between Countries: Systematic Review and Meta-Analysis. *Journal of Clinical Child & Adolescent Psychology*, 45(6), 749–762. <https://doi.org/10.1080/15374416.2015.1015134>
- Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). Affective Social Competence. *Social Development*, 10(1), 79–119. <https://doi.org/10.1111/1467-9507.00150>
- Havighurst, S. S., Wilson, K. R., Harley, A. E., Kehoe, C., Efron, D., & Prior, M. R. (2013). "Tuning into Kids": Reducing Young Children's Behavior Problems Using an Emotion Coaching Parenting Program. *Child Psychiatry & Human Development*, 44(2), 247–264. <https://doi.org/10.1007/s10578-012-0322-1>
- Havighurst, S. S., Wilson, K. R., Harley, A. E., Prior, M. R., & Kehoe, C. (2010). Tuning in to Kids: Improving emotion socialization practices in parents of preschool children - findings from a community trial: Tuning in to Kids: findings from a community trial. *Journal of Child Psychology and Psychiatry*, 51(12), 1342–1350. <https://doi.org/10.1111/j.1469-7610.2010.02303.x>
- Hess, C. (2016). *The Responsive Parenting Program: A parenting support curriculum for vulnerable families* (Nomor Publikasi 10105278). [M.S.W., California State University]. *ProQuest Dissertations and Theses*.
- Hukkelberg, S., Keles, S., Ogden, T., & Hammerstrøm, K. (2019). The relation between behavioral problems and social competence: A correlational Meta-analysis. *BMC psychiatry*, 19(1), 354. <https://doi.org/10.1186/s12888-019-2343-9>
- Jensen, S. K., Placencio-Castro, M., Murray, S. M., Brennan, R. T., Goshev, S., Farrar, J., Yousafzai, A., Rawlings, L. B., Wilson, B., Habyarimana, E., Sezibera, V., & Betancourt, T. S. (2021). Effect of a home-visiting parenting program to promote early childhood development and prevent

- violence: A cluster-randomized trial in Rwanda. *BMJ global health*, 6(1).
<https://doi.org/10.1136/bmjgh-2020-003508>
- Kementerian Pendidikan dan Kebudayaan. (2020). *SE Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Covid-19*.
<https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19>
- Kemple, K. M., Lee, I., & Ellis, S. M. (2019). The Impact of a Primary Prevention Program on Preschool Children's Social-Emotional Competence. *Early Childhood Education Journal*, 47(6), 641–652.
<https://doi.org/10.1007/s10643-019-00963-3>
- LeBuffe, P. A., Ross, K. M., Fleming, J. L., & Naglieri, J. A. (2013). The Devereux Suite: Assessing and Promoting Resilience in Children Ages 1 Month to 14 Years. Dalam S. Prince-Embury & D. H. Saklofske (Ed.), *Resilience in Children, Adolescents, and Adults* (hlm. 45–59). Springer New York. https://doi.org/10.1007/978-1-4614-4939-3_4
- Luoto, J. E., Lopez Garcia, I., Aboud, F. E., Singla, D. R., Fernald, L. C. H., Pitchik, H. O., Saya, U. Y., Otieno, R., & Alu, E. (2021). Group-based parenting interventions to promote child development in rural Kenya: A multi-arm, cluster-randomised community effectiveness trial. *The Lancet. Global health*, 9(3), e309–e319. [https://doi.org/10.1016/S2214-109X\(20\)30469-1](https://doi.org/10.1016/S2214-109X(20)30469-1)
- Marti, M., Merz, E. C., Repka, K. R., Landers, C., Noble, K. G., & Duch, H. (2018). Parent Involvement in the Getting Ready for School Intervention Is Associated With Changes in School Readiness Skills. *Frontiers in Psychology*, 9, 759. <https://doi.org/10.3389/fpsyg.2018.00759>
- McCabe, P. C., & Altamura, M. (2011). Empirically valid strategies to improve social and emotional competence of preschool children. *Psychology in the Schools*, 48(5), 513–540. <https://doi.org/10.1002/pits.20570>
- Meybodi, F. A., Mohammadkhani, P., Pourshahbaz, A., Dolatshahi, B., & Havighurst, S. S. (2019). Improving Parent Emotion Socialization Practices: Piloting Tuning in to Kids in Iran for Children With Disruptive Behavior Problems. *Family Relations*, 68(5), 596–607. Doi: 10.1111/fare.12387
- Ministry of Health & Save the Children Bhutan Country Office. (2017). *Care for Child Development (C4CD) Plus: A Pilot Project for 3-5 Year Old Children*. https://idela-network.org/wp-content/uploads/2018/02/C4CD-Plus_Final-Report_Bhutan_2017.pdf
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Group, T. P. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLOS Medicine*, 6(7), e1000097.
<https://doi.org/10.1371/journal.pmed.1000097>
- Morris, A. S., Silk, J. S., Steinberg, L., Terranova, A. M., & Kithakye, M. (2010). Concurrent and Longitudinal Links Between Children's Externalizing Behavior in School and Observed Anger Regulation in the Mother-Child Dyad. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 48–56. <https://doi.org/10.1007/s10862-009-9166-9>

- Nix, R. L., Bierman, K. L., Domitrovich, C. E., & Gill, S. (2013). Promoting Children's Social-Emotional Skills in Preschool Can Enhance Academic and Behavioral Functioning in Kindergarten: Findings From Head Start REDI. *Early Education and Development*, 24(7), 1000–1019. <https://doi.org/10.1080/10409289.2013.825565>
- Peacock, S., Konrad, S., Watson, E., Nickel, D., & Muhajarine, N. (2013). Effectiveness of home visiting programs on child outcomes: A systematic review. *BMC Public Health*, 13(1), 17. <https://doi.org/10.1186/1471-2458-13-17>
- Pedersen, G. A., Smallegange, E., Coetzee, A., Hartog, K., Turner, J., Jordans, M. J. D., & Brown, F. L. (2019). A Systematic Review of the Evidence for Family and Parenting Interventions in Low- and Middle-Income Countries: Child and Youth Mental Health Outcomes. *Journal of Child and Family Studies*, 28(8), 2036–2055. <https://doi.org/10.1007/s10826-019-01399-4>
- Presiden Republik Indonesia. (2003). *UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. <https://peraturan.bpk.go.id/Home/Details/43920/uu-no-20-tahun-2003>
- Puffer, E. S., Green, E. P., Chase, R. M., Sim, A. L., Zayzay, J., Friis, E., Garcia-Rolland, E., & Boone, L. (2015). Parents make the difference: A randomized-controlled trial of a parenting intervention in Liberia. *Global Mental Health*, 2, e15. <https://doi.org/10.1017/gmh.2015.12>
- Rhoades, B. L., Warren, H. K., Domitrovich, C. E., & Greenberg, M. T. (2011). Examining the link between preschool social-emotional competence and first grade academic achievement: The role of attention skills. *Early Childhood Research Quarterly*, 26(2), 182–191. <https://doi.org/10.1016/j.ecresq.2010.07.003>
- Sarkadi, A., Kristiansson, R., Oberklaid, F., & Bremberg, S. (2008). Fathers' involvement and children's developmental outcomes: A systematic review of longitudinal studies. *Acta Paediatrica*, 97(2), 153–158. <https://doi.org/10.1111/j.1651-2227.2007.00572.x>
- Shala, M. (2013). The Impact of Preschool Social-Emotional Development on Academic Success of Elementary School Students. *Psychology*, 04(11), 787–791. <https://doi.org/10.4236/psych.2013.41112>
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent Engagement and School Readiness: Effects of the Getting Ready Intervention on Preschool Children's Social-Emotional Competencies. *Early Education & Development*, 21(1), 125–156. <https://doi.org/10.1080/10409280902783517>
- Smith, B. H., & Low, S. (2013). The Role of Social-Emotional Learning In Bullying Prevention Efforts. *Theory Into Practice*, 52(4), 280–287. <https://doi.org/10.1080/00405841.2013.829731>
- Susilowati, E., & Azzasyofia, M. (2020). The Parents Stress Level in Facing Children Study From Home in the Early of COVID-19 Pandemic in Indonesia. *International Journal of Science and Society*, 2(3), 1–12. <https://doi.org/10.54783/ijssoc.v2i3.117>

- Thomson, R. N., & Carlson, J. S. (2017). A Pilot Study of a Self-Administered Parent Training Intervention for Building Preschoolers' Social-Emotional Competence. *Early Childhood Education Journal*, 45(3), 419–426.
<https://doi.org/10.1007/s10643-016-0798-6>
- Wang, B., Luo, X., Yue, A., Tang, L., & Shi, Y. (2020). Family Environment In Rural China And The Link With Early Childhood Development. *Early Child Development and Care*, 1–14.
<https://doi.org/10.1080/03004430.2020.1784890>
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>