

Daftar Pustaka

- Adler-Baeder, F., Garneau, C., Vaughn, B., McGill, J., Harcourt, K. T., Ketrang, S., & Smith, T. (2016). The effects of mother participation in relationship education on coparenting, parenting, and child social competence: modeling spillover effects for low-income minority preschool children. *Family Process*, 57(1), 113–130. <https://doi.org/10.1111/famp.12267>
- Anggraini, H., Amir, A., & Maputra, Y. (2020). Hubungan pola asuh orang tua tunggal ibu dengan kematangan emosi dan keterampilan sosial pada anak pra sekolah usia 4-6 tahun di PAUD Kecamatan Koto Tangah Kota Padang Tahun 2019. *Jurnal Kesehatan Andalas*, 8(4). <https://doi.org/10.25077/jka.v8i4.1127>
- Ansyah, R., Safitri, J., & Zwagery, R. V. (2019). Hubungan persepsi co-parenting dengan interaksi teman sebaya pada siswa Sekolah Menengah Pertama Negeri 2 Martapura. *Jurnal Kognisia*, 2(1), 15-25.
- Azwar, S. (2018). *Penyusunan Skala Psikologi* (ed. 2). Pustaka Pelajar.
- Bandura, A. (2000). Social Cognitive Theory: An Agentic Perspective. *Annual Reviews Psychology*, 52(1), 1-26. <https://doi.org/10.1146/annurev.psych.52.1.1>.
- Bohicchio, V., Maldonato, N. M., Valerio, P., Vitelli, R., dell'Orco, S., & Scandurra, C. (2018). A Review on the Effects of Digital Play on Children's Cognitive and Socio-Emotional Development. *2018 9th IEEE International Conference on Cognitive Infocommunications (CogInfoCom)*, 000261–000266. <https://doi.org/10.1109/CogInfoCom.2018.8639945>
- Chang, H., Shelleby, E. C., Cheong, J., & Shaw, D. S. (2012). Cumulative risk, negative emotionality, and emotion regulation as predictors of social competence in transition to school: a mediated moderation model. *Social Development*, 21(4), 780–800. <https://doi.org/10.1111/j.1467-9507.2011.00648.x>
- Conduct Problems Prevention Research Group (CPPRG). (1995). *Social Competence Scale (Parent Version)*.
- Corredor, G. A., Justicia-Arráez, A., Romero-López, M., & Benavides-Nieto, A. (2017). Longitudinal study of the effects of social competence on behavioral problems. *Procedia - Social and Behavioral Sciences*, 479–485. <https://doi.org/10.1016/j.sbspro.2017.02.093>
- Corrigan, A. (2002). *Social Competence Scale – Parent Version, Grade 1 /Year 2* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>
- Cox, M. J., & Paley, B. (2003). Understanding families as systems. *Current Directions in Psychological Science*, 12(5), 193–196. <https://doi.org/10.1111/1467-8721.01259>
- Davies, P. T., Harold, G. T., Goeke-Morey, M. C., Cummings, E. M., Shelton, K., Rasi, J. A., & Jenkins, J. M. (2002). Child emotional security and interparental conflict. *Monographs of the Society for Research in Child Development*, 67(3), 1–115.
- Del Prette, Z. A. P., & Del Prette, A. (2021). *Social Competence and Social Skills: A Theoretical and Practical Guide*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-70127-7>
- Denham, S. A., Bassett, H. H., Thayer, S. K., Mincic, M. S., Sirotkin, Y. S., & Zinsser, K. (2012). Observing preschoolers' social-emotional behavior: structure, foundations, and prediction of early school success. *The Journal of Genetic Psychology*, 173(3), 246–278. <https://doi.org/10.1080/00221325.2011.597457>

- Egger, H. L., & Angold, A. (2006). Common emotional and behavioral disorders in preschool children: Presentation, nosology, and epidemiology. *Journal of Child Psychology and Psychiatry*, 47(3–4), 313–337. <https://doi.org/10.1111/j.1469-7610.2006.01618.x>
- Endendijk, J. J., Groeneveld, M. G., Bakermans-Kranenburg, M. J., & Mesman, J. (2016). Gender-differentiated parenting revisited: meta-analysis reveals very few differences in parental control of boys and girls. *PLOS ONE*, 11(7), e0159193. <https://doi.org/10.1371/journal.pone.0159193>
- Fabes, R. A., Gaertner, B. M., & Popp, T. K. (2006). Getting along with others: social competence in early childhood. Dalam k. McCartney & d. Phillips (Ed.), *Blackwell Handbook of Early Childhood Development* (hlm. 296–316). Blackwell Publishing Ltd. <https://doi.org/10.1002/9780470757703.ch15>
- Fahrezi, A., & Diana, R. (2019). Pola Asuh Co-Parenting Dan Penyesuaian Diri Pada Remaja dengan Orangtua Bercerai (*Broken Home*). *Wacana*, 11(2), 196–212. <https://doi.org/10.13057/wacana.v11i2.146>
- Feinberg, M. E. (2003). The internal structure and ecological context of coparenting: a framework for research and intervention. *Parenting*, 3(2), 95–131. https://doi.org/10.1207/S15327922PAR0302_01
- Feinberg, M. E., Brown, L. D., & Kan, M. L. (2012). A Multi-Domain Self-Report Measure of Coparenting. *Parenting*, 12(1), 1–21. <https://doi.org/10.1080/15295192.2012.638870>
- Frosch, C. A., Schoppe-Sullivan, S. J., & O'Banion, D. D. (2021). Parenting and Child Development: A Relational Health Perspective. *American Journal of Lifestyle Medicine*, 15(1), 45–59. <https://doi.org/10.1177/1559827619849028>
- Gleason, M. M., Goldson, E., Yogman, M. W., Council on early childhood, committee on psychosocial aspects of child and family health, section on developmental and behavioral pediatrics, Lieser, D., DelConte, B., Donoghue, E., Earls, M., Glassy, D., McFadden, T., Mendelsohn, A., Scholer, S., Takagishi, J., Vanderbilt, D., Williams, P. G., Yogman, M., Bauer, N., ... Voigt, R. G. (2016). Addressing early childhood emotional and behavioral problems. *Pediatrics*, 138(6), e20163025. <https://doi.org/10.1542/peds.2016-3025>
- Guru Dikdas Kemendikbudristek. (2022, Agustus 3). *Survei kesiapan bersekolah [video]*. YouTube. <https://www.youtube.com/watch?v=2F5Vkcjg3Mc>
- Hajovsky, D. B., Caemmerer, J. M., & Mason, B. A. (2022). Gender differences in children's social skills growth trajectories. *Applied Developmental Science*, 26(3), 488–503. <https://doi.org/10.1080/10888691.2021.1890592>
- Hazadiyah, D., Kardinah, N., & Sunardi, I. (2018). Hubungan antara kompetensi sosial dan kepercayaan diri pada siswa. *Psymphathic : Jurnal Ilmiah Psikologi*, 5(2), 667–676. <https://doi.org/10.15575/psy.v5i2.2160>
- Jang, M., & Choi, M.-K. (2015). Influence of marital conflict on children's aggression: the mediation effect of co-parenting. *Family and Environment Research*, 53(5), 567–580. <https://doi.org/10.6115/fer.2015.045>
- Kleinbaum, D. G., Kupper, L. L., Nizam, A., & Rosenberg, E. S. (2013). *Applied regression analysis and other multivariable methods* (5th ed.). Cengage Learning.
- Koenig, A. M. (2018). Comparing prescriptive and descriptive gender stereotypes about children, adults, and the elderly. *Frontiers in Psychology*, 9, 1086. <https://doi.org/10.3389/fpsyg.2018.01086>

- Kuranchie, A., & Addo, H. (2021). Analysis of adolescents social competence: A Ghanaian perspective. *International Journal of Sociology and Anthropology*, 13(1), 9–19. <https://doi.org/10.5897/IJSA2020.0883>
- Kwon, K.-A., Jeon, H.-J., & Elicker, J. (2013). Links among coparenting quality, parental gentle guidance, and toddlers' social emotional competencies: Testing direct, mediational, and moderational models. *Journal of Family Studies*, 19(1), 19–34. <https://doi.org/10.5172/jfs.2013.19.1.19>
- Lam, C. B., Tam, C. Y. S., Chung, K. K. H., & Li, X. (2018). The link between coparenting cooperation and child social competence: The moderating role of child negative affect. *Journal of Family Psychology*, 32(5), 692–698. <https://doi.org/10.1037/fam0000428>
- Leaper, C., & Friedman, C. K. (2007). The socialization of gender. In *Handbook of Socialization: Theory and Research* (pp. 561-587). Guilford Press.
- Luthar, S. S. (2015). Resilience in development: a synthesis of research across five decades. Dalam D. Cicchetti & D. J. Cohen (Ed.), *Developmental Psychopathology* (1 ed., hlm. 739–795). Wiley. <https://doi.org/10.1002/9780470939406.ch20>
- Machmud, H. (2018). Pengaruh pola asuh terhadap keterampilan sosial anak (penelitian *expost facto* pada PAUD rintisan di Kendari), *Jurnal Al-Ta'dib*, 11(2).
- Mangunsong, F. M., & Wahyuni, C. (2018). Keterlibatan orang tua terhadap keterampilan sosial siswa berkebutuhan khusus di Sekolah Dasar inklusif. *Jurnal Psikologi*, 45(3), 167. <https://doi.org/10.22146/jpsi.32341>
- Marheni, A., Made, I. R., & Susilawati, L. K. P. A. (2019). Peran kualitas kelekatan anak dengan orangtua pada keterampilan sosial remaja. *Jurnal Ilmu Perilaku*, 2(2), 118. <https://doi.org/10.25077/jip.2.2.118-130.2018>
- McHale, J. P., Kuersten-Hogan, R., Lauretti, A., & Rasmussen, J. L. (2000). Parental reports of coparenting and observed coparenting behavior during the toddler period. *Journal of Family Psychology*, 14(2), 220–236. <https://doi.org/10.1037/0893-3200.14.2.220>
- Meek, S. E., Robinson, L. T., & Jahromi, L. B. (2012). Parent–child predictors of social competence with peers in children with and without autism. *Research in Autism Spectrum Disorders*, 6(2), 815–823. <https://doi.org/10.1016/j.rasd.2011.11.001>
- Monahan, K. C., & Steinberg, L. (2011). Accentuation of individual differences in social competence during the transition to adolescence: accentuation of differences in social competence. *Journal of Research on Adolescence*, 21(3), 576–585. <https://doi.org/10.1111/j.1532-7795.2010.00705.x>
- Moriguchi, Y., Chifumi, S., Xianwei, M., & Naoya, T. (2021). Immediate impact of the COVID-19 pandemic on the socio-emotional and digital skills of Japanese children. *PsyArXiv*. 10.31234/osf.io/6b4vh
- Mulder, S. (2008). The Domains that Influence the Development of Social Competence in Children: A Literature Review [A Research Paper Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree . School Psychology].
- Nandy, A., Nixon, E., & Quigley, J. (2021). Observed and reported coparenting and toddlers' adaptive functioning. *Infant and Child Development*, 30(3), e2226. <https://doi.org/10.1002/icd.2226>
- 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>

- Nurhani, S., & Putri, A. A. (2020). Keterlibatan ayah dalam pengasuhan terhadap kemampuan penyesuaian diri anak usia 4-6 tahun. *Atfāluna: Journal of Islamic Early Childhood Education*, 3(1), 34–42. <https://doi.org/10.32505/ataluna.v3i1.1654>
- Ogundele, M. O. (2018). Behavioural and emotional disorders in childhood: A brief overview for paediatricians. *World Journal of Clinical Pediatrics*, 7(1), 9–26. <https://doi.org/10.5409/wjcp.v7.i1.9>
- Oh, W., Song, S., & Niehuis, S. (2021). Processes Linking Mothers' Perceptions of Relationship Satisfaction with their Partner, Coparenting, and Parenting to Children's Competence and Behavior Problems. *Family Science Review*, 25(1). <https://doi.org/10.26536/RHST4996>
- Pardede, E. N., Supena, A., & Fahrurrozi, F. (2018). Hubungan kelekatan orangtua dan regulasi diri dengan kemampuan sosial anak. *JPUD - Jurnal Pendidikan Usia Dini*, 12(1), 37–50. <https://doi.org/10.21009/JPUD.121.04>
- Parkes, A., Green, M., & Mitchell, K. (2019). Coparenting and parenting pathways from the couple relationship to children's behavior problems. *Journal of Family Psychology*, 33(2), 215–225. <https://doi.org/10.1037/fam0000492>
- Parry, L. Q., Davies, P. T., Sturge-Apple, M. L., & Coe, J. L. (2020). Coparental discord and children's behavior problems: Children's negative family representations as an explanatory mechanism. *Journal of Family Psychology*, 34(5), 523–533. <https://doi.org/10.1037/fam0000638>
- Patil, K. B., & Minchekar, V. S. (t.t.). *Social Competency as a Function of Gender Differences among Rural Adolescents*.
- Perrier, R., Bernier, A., Dirks, M., Daspe, M.-È., & Larose-Grégoire, É. (2020). Longitudinal linkages between coparenting and subsequent friendship quality in middle childhood. *Journal of Child and Family Studies*, 29(11), 3091–3102. <https://doi.org/10.1007/s10826-020-01821-2>
- Qiao, T., Wang, L., Chang, J., Huang, X., Wang, X., & Ye, P. (2024). The effect of paternal co-parenting on preschool children's problem behaviors: The chain-mediating role of maternal parenting burnout and psychological aggression. *Psychology Research and Behavior Management*, Volume 17, 187–200. <https://doi.org/10.2147/PRBM.S451878>
- Rahmawati, F. (2024, Februari 24). Murid TK Binus Serpong diduga dibully sejak Juli 2023-Januari 2024, keluarga lapor polisi. Kompas TV. <https://www.kompas.tv/nasional/487832/murid-tk-binus-serpong-diduga-dibully-sejak-juli-2023-januari-2024-keluarga-lapor-polisi>
- Ren, L., & Xu, W. (2019). Coparenting and Chinese preschoolers' social-emotional development: Child routines as a mediator. *Children and Youth Services Review*, 107, 104549. <https://doi.org/10.1016/j.childyouth.2019.104549>
- Rose-Krasnor, L. (1997). The nature of social competence: A theoretical review. *Social Development*, 6(1), 111–135. <https://doi.org/10.1111/j.1467-9507.1997.tb00097.x>
- Santrock, J. W. (2018). *A topical approach to life-span development* (Ninth Edition). McGraw-Hill Education.
- Schoppe-Sullivan, S. J., Wang, J., Yang, J., Kim, M., Zhang, Y., & Yoon, S. H. (2023). Patterns of coparenting and young children's social-emotional adjustment in low-income families. *Child Development*, 94(4), 874–888. <https://doi.org/10.1111/cdev.13904>
- Semrud-Clikeman, M. (2007). *Social competence in children*. Springer.

- Sitepu, J. M., Alsa, A., & Madjid, A. (2024). The influence of parent, peer, teacher support on students' social competence using structural equation modeling. *Educational Administration: Theory and Practice*, 30(5), 9050-9060.
- Stright, A. D., & Bales, S. S. (2003). Coparenting quality: Contributions of child and parent characteristics. *Family Relations*, 52(3), 232–240. <https://doi.org/10.1111/j.1741-3729.2003.00232.x>
- Suryani, L., & Setiawati, F. A. (2021). Peran dan kualitas perkawinan orang tua terhadap perilaku anak usia dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(2), 977–988. <https://doi.org/10.31004/obsesi.v6i2.1561>
- Teubert, D., & Pinquart, M. (2010). The association between coparenting and child adjustment: a meta-analysis. *Parenting*, 10(4), 286–307. <https://doi.org/10.1080/15295192.2010.492040>
- Viandari, K. D., & Susilawati, K. P. A. (2019). Peran pola asuh orangtua dan penggunaan gadget terhadap interaksi sosial anak prasekolah. *Jurnal Psikologi Udayana*, 6(01), 76. <https://doi.org/10.24843/JPU.2019.v06.i01.p08>
- Warden, D., & MacKinnon, S. (2003). Prosocial children, bullies and victims: An investigation of their sociometric status, empathy and social problem-solving strategies. *British Journal of Developmental Psychology*, 21(3), 367–385. <https://doi.org/10.1348/026151003322277757>
- Wicaksana, Y. S. W. W. (2023, Oktober 31). Terungkap, bocah TK ternyata sudah bisa bully teman kelas. *Jawa Pos Radar Malang*. <https://radarmalang.jawapos.com/pendidikan/813203682/terungkap-bocah-tk-ternyata-sudah-bisa-bully-teman-kelas>
- Yang, Y., Qi, Y., Cui, Y., Li, B., Zhang, Z., Zhou, Y., Chen, X., Zhu, D., He, F., & Zheng, Y. (2019). Emotional and behavioral problems, social competence and risk factors in 6–16-year-old students in Beijing, China. *PLOS ONE*, 14(10), e0223970. <https://doi.org/10.1371/journal.pone.0223970>
- Yulianingsih, W., Lutvianti, M., & Wijaksono, C. F. (2023). Analisis perkembangan *post-pandemic social skills* anak fase *childhood* melalui permainan lato-lato. *Educative: Jurnal Ilmiah Pendidikan*, 1(1), 15–22. <https://doi.org/10.37985/educative.v1i1.7>
- Ziv, Y. (2013). Social information processing patterns, social skills, and school readiness in preschool children. *J Exp Child Psychol*, 114(2), 306–320. <https://doi.org/10.1016/j.jecp.2012.08.009>
- Zou, S., & Wu, X. (2020). Coparenting conflict behavior, parent–adolescent attachment, and social competence with peers: An investigation of developmental differences. *Journal of Youth and Adolescence*, 49(1), 267–282. <https://doi.org/10.1007/s10964-019-01131-x>