



The Influence of Democratic Parenting Styles on Early Childhood Independence in Facing Challenges in The Era of Society 5.0

Salsa Ainurrahmah^{1*}, Asep Kurnia Jayadinata², Gia Nikawanti³, Deany Yasir Wirya⁴

^{1,2,3}Universitas Pendidikan Indonesia Kampus Purwakarta, Indonesia

⁴Sekolah Indonesia Kuala Lumpur, Malaysia

***Corresponding Author:** Salsa Ainurrahmah, **E-mail:** Salsaainurrahmah8@upi.edu

Received: November 13, 2025

Revised: December 03, 2025

Accepted: December 07, 2025

Online: December 31, 2025

ABSTRACT

The research was driven by concerns that many young children in Indonesia still depend on adults for routine tasks, which may limit the development of essential self-help skills needed for successful adaptation to formal schooling. This study aims to examine the influence of democratic parenting styles on early childhood independence in facing challenges in the era of Society 5.0. Using a quantitative survey approach, data were collected from parents who applied democratic parenting, using a 1–4 Likert-scale questionnaire. The Pearson correlation test showed a significance value of $0.031 < 0.05$, indicating a positive and significant relationship between democratic parenting and early childhood independence. These findings suggest that democratic parenting can effectively enhance children's confidence, responsibility, and autonomy, supporting their ability to adapt to the demands of Society 5.0.

Keywords: Democratic Parenting, Early Childhood Independence, Society 5.0

Journal Homepage

<https://ejournaluinmybsk.ecampus.id/index.php/ijecer/index>

This is an open access article under the CC BY-NC-SA license

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

How to cite:

Ainurrahmah, S., Jayadinata, A. K., Nikawanti, G., & Wirya, D. Y. (2025). The Influence of Democratic Parenting Styles on Early Childhood Independence In Facing Challenges in The Era of Society 5.0. *Indonesian Journal of Early Childhood Educational Research (IJECER)*, 4(2), 462-472. <https://doi.org/10.31958/ijecer.v4i2.15962>

Published by:

Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

INTRODUCTION

The role of parents in early childhood development is crucial, particularly in fostering a child's independence, which is a key asset for facing the challenges of later life (Efrideanti et al., 2025; Febriani et al., 2023; Hidayanti et al., 2023). Childhood, ages 4-6, is considered a golden age, highly influential in fostering psychosocial development, including independence, which will have a significant impact throughout adulthood (Azzahra et al., 2021; I. P. Sari et al., 2023). Globally, early childhood education (PAUD) is recognized as a long-term investment to create a quality generation, in accordance with Sustainable Development Goals (SDG) number 4 which emphasizes inclusive and quality education (Awofala & Bilikis, 2024).

The era of society 5.0 is characterized by the use of increasingly sophisticated technologies such as Artificial Intelligence (AI), Internet of Things (IoT), Virtual Reality (VR), this brings significant changes in everyday life, including in the context of early childhood education and care (Akbar & Rahmadani, 2025). This concept was introduced by

the Japanese government in 2016 with the aim of creating a smarter society, where technology plays a vital role in improving human welfare (Bisma et al., 2023; Warmansyah et al., 2023). However, this 5.0 era creates new challenges for child development, such as the risk of excessive digital dependence and hampering the ability to adapt socially (Saleha et al., 2022). Early childhood currently faces various problems, including excessive use of gadgets that can lead to dependence on digital tools and cause a lack of direct social interaction. According to data from the Indonesian Central Statistics Agency (BPS), in 2024, there was a significant increase, with 39.71% of early childhood children using gadgets and 35.57% accessing the internet (Komdigi, 2025) . This leads to a decline in self-regulation skills, and children can become addicted to digital devices, hindering the development of independence.

In early childhood education (PAUD) settings, these challenges are increasingly apparent. A study at Mutiara Insani Kindergarten (TK IT Mutiara Insani) showed that children's independence remains relatively low, particularly in aspects such as self-confidence, responsibility, and the ability to solve simple problems (Fitriani, A., & Nurhafizah, 2020) . Approximately 40% of early childhood children in Indonesia still display dependence on adults for simple tasks, such as tidying up toys or maintaining personal hygiene, as reported in a study on child behavior (Central Bureau of Statistics, 2022) . This dependence not only hinders children's individual development but also impacts their readiness to enter primary education, where independence is a key requirement for independent learning. Family and environmental factors also play a significant role in children's dependence. This research shows that parenting styles, birth order, and gender influence independence, with children from authoritarian families tending to be more dependent on adults (Mahmudatunnisa et al., 2024) .

Independence plays an important role for children entering the formal education stage, parents should provide opportunities for children to develop and adapt, so that children can develop independence effectively (Hidayanti et al., 2023) . Early childhood independence according to Hurlock in 1978 provides a strong psychological foundation. In his book, Hurlock explains that the age of 2-6 years is an important period for building independence, where children begin to develop skills that can help children have an independent attitude (Parveen et al., 2023) . Independence is characterized by a child's ability to make choices and complete simple tasks without relying on adults and daring to tell stories in front of the class and in front of their friends, this can encourage children to always be independent in various activities (Anggraeni et al., 2022) .

Parenting patterns are very necessary for the formation of children's independence, of the three types of parenting patterns, the application of democratic parenting is very suitable for the formation of independent attitudes in children. According to Baurmind, democratic parenting is characterized by giving children the freedom to do what they like, supporting children in exploring their talents, encouraging children to have the courage to express their opinions, and giving appreciation for what children have achieved (Chintya Romansa, 2023) . Parenting patterns cover various aspects of early childhood development such as physical, social, emotional, and moral development that can help the child's growth and development process optimally, thus children who are raised democratically tend to have an independent attitude, self-confidence, and have good social skills. However, in the era of

society 5.0, parents face various new challenges in parenting to prevent addiction to gadget use that can affect children's optimal development.

Several previous studies have shown the influence of democratic parenting on children's independence. For example, research conducted by Pangestika et al., (2025), showed that active parental involvement in providing freedom accompanied by supervision and limits is a factor in the success of democratic parenting in developing children's independence. However, it did not discuss how democratic parenting impacts developments, especially in the context of the Society 5.0 era, which requires innovation in the care and education process for early childhood. Research conducted by Hidayati et al., (2023) also shows that democratic parenting is recognized as the most effective parenting method in increasing children's independence, but the study does not show the role of democratic parenting carried out by parents to children in facing modern challenges involving social stimulation in the digital era at an early age.

This research is expected to address existing limitations by conducting a more in-depth analysis of the influence of democratic parenting on early childhood independence in the era of Society 5.0. With this focus, the results are expected to provide new benefits through an integrative understanding of the classic theory of democratic parenting and the challenges of child development in the modern era. The innovation in this research lies in analyzing the effectiveness of democratic parenting in preparing children for life in an era that embraces all aspects of digital technology. This study aims to analyze the influence of democratic parenting patterns on the independence of early childhood children and to provide benefits for parents and educators so that they can adjust parenting patterns and learning methods that are appropriate to developments in the era of society 5.0.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative research design using a survey approach to obtain comprehensive and measurable data on democratic parenting and the level of independence in early childhood. The survey method allowed the researcher to systematically gather information from a large number of respondents and objectively examine the relationship between variables through numerical data and statistical testing. This design was considered appropriate because it enabled the identification of patterns, trends, and correlations between democratic parenting practices and children's independence in a kindergarten setting in Bandung.

Population and Sample

The population in this study consisted of all parents of early childhood students in the Bandung area who met the characteristics relevant to the research focus. A non-probability sampling technique was used, meaning that not all members of the population had an equal chance of being selected. The sample consisted of parents who were identified as applying democratic parenting practices to their children. This technique was chosen to ensure that the respondents involved were able to provide accurate and relevant information for analyzing the relationship between parenting style and child independence.

Research Instruments

The primary research instrument used in this study was a questionnaire distributed through Google Forms. The questionnaire applied a four-point Likert scale designed based on predefined indicators for both variables. The independent variable, democratic parenting, was measured using indicators such as controlled freedom, direction and guidance, rules and attention, parental warmth and responsiveness, and two-way communication. The dependent variable, early childhood independence, was assessed through indicators related to physical independence, self-confidence, responsibility, self-control and discipline, social skills, initiative, and creativity. Respondents were instructed to select one option for each item according to their perceptions and experiences. Supporting data collection methods included documentation to ensure the validity of the research process and observations at the school site to understand children's daily activities, which helped enrich the interpretation of the quantitative findings.

Data Collection Procedure

Data collection was conducted online through the dissemination of questionnaires to parents. To complement quantitative responses, supportive documentation and field observations were carried out to verify the alignment between parents' reported practices and the behavioral patterns displayed by children in their learning environment. This combination allowed the researcher to obtain more robust evidence, particularly in measuring democratic parenting tendencies and the actual manifestation of child independence.

Data Analysis Technique

The collected data were analyzed using descriptive statistical methods to summarize the characteristics of the research variables. Instrument quality was tested through validity and reliability assessments to ensure that each item accurately measured the intended construct. Prerequisite tests, including normality and linearity tests, were then conducted to verify the suitability of the data for further statistical analysis. Once all assumptions were fulfilled, simple linear regression analysis was applied to determine the extent to which democratic parenting influenced early childhood independence. This analytical method enabled the identification of the strength, direction, and significance of the relationship between the two variables, providing a solid empirical foundation for the study's conclusions.

RESULTS AND DISCUSSION

RESULT

This study covers the variables of democratic parenting patterns and early childhood independence. The data for this study were obtained through a questionnaire distributed to parents of students via G-Form which was distributed to 21 parents at SPS Taam Manba'urrosyad, Batujajar District, West Bandung Regency. The questionnaire contained 15 statement items related to democratic parenting patterns and 15 statement items about early childhood independence consisting of four answer items numbered one to four, with the information that the higher the answer score, the more appropriate it is to the conditions of the application of democratic parenting patterns applied by parents.

The distribution of democratic parenting data was measured and presented using SPSS 21 For Windows. The democratic parenting data obtained an average value (mean) of 67.80, the lowest value (min) of 55, the highest value (max) of 80 and a standard deviation of 7.96. The early childhood independence data obtained an average value (mean) of 61.33, the lowest value (min) of 51, the highest value (max) of 68 and a standard deviation of 5.03.

Normality Test

The normality test in this study used *Shapiro-Wilk* with the help of *SPSS 21 For Windows*.

Table 1. Normality Test

Variables	SW	Sig	Status
Democratic Parenting Style	0.944	0.436	Normal
Early Childhood Independence	0.949	0.510	Normal

The results of testing the two variables between democratic parenting patterns and early childhood independence can be seen in the table above, where the significance values are 0.436 and 0.510 respectively, so it can be concluded that the research data above is normally distributed because the significance value is more than 0.05.

Linearity Test

The results of the research linearity test using SPSS for Windows showed a Sig. Deviation from linearity value of $0.078 > 0.05$, so it can be concluded that there is a linear relationship between democratic parenting patterns and early childhood independence.

Hypothesis Testing

In this study, a correlation hypothesis test was carried out using the Pearson test which was carried out using SPSS for Windows and obtained the results which can be seen in the following table:

Table 2. Pearson Correlation Test Results

		pola asuh demokratis	kemandirian anak
pola asuh demokratis	Pearson Correlation	1	.557*
	Sig. (2-tailed)		.031
	N	15	15
kemandirian anak	Pearson Correlation	.557*	1
	Sig. (2-tailed)	.031	
	N	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

The results of statistical analysis using the Pearson test conducted based on table 2 can be seen that the significance value obtained is 0.031. A significance value of $0.031 < 0.05$, can be interpreted as H_0 being rejected, thus the results indicate that H_1 is accepted, meaning "there is a relationship between democratic parenting patterns and early childhood independence".

The Pearson correlation results in the table above show a result of 0.557, which can be interpreted as indicating that the relationship between the democratic parenting pattern

variable and early childhood independence is included in the moderate category, namely between 0.40 - 0.70. And the coefficient value shows a positive result, which means that the more democratic the parenting pattern applied by parents, the more independent the child will be, and vice versa.

DISCUSSION

Statistical analysis in this study shows a significant positive relationship between democratic parenting patterns and independence skills in early childhood at SPS Taam Manba'urrosyad, Batujajar District. This research is consistent with the theoretical view that a responsive and supportive parenting environment where children are given freedom along with direction can effectively facilitate the growth of autonomy and self-regulation skills (Aghniarrahmah et al., 2021; Hidaya & Aisna, 2020; Nurfahma et al., 2024). The Pearson correlation coefficient of 0.557, which is considered moderate, indicates that although democratic parenting patterns act as the main predictor, there are still other external variables that contribute to children's levels of independence, such as children's innate traits, interactions in the educational environment, and exposure to electronic media (W. R. Hidayati et al., 2022).

This shows that the democratic parenting style applied by parents is characterized by warmth, two-way communication can have a positive influence on the independence of early childhood. It is proven that this democratic parenting style emphasizes that parental participation in overcoming challenges such as excessive gadget use, according to data from Indonesian statistical data which reveals that almost 40% of early childhood children are involved with digital devices. Its eavealed that a democratic parenting style that combines active supervision and giving rules produces a 30% higher level of independence compared to a permissive style (Aghniarrahmah et al., 2021; Khodarasih et al., 2025; Wulandari et al., 2025).

The linear relationship found between the two variables aligns with Baumrind's view that the characteristics of a democratic parenting style, including two-way communication, the provision of agreed-upon rules, and warmth, create an optimal environment for children to learn to develop initiative, overcome challenges, and assume responsibility for their behavior (Bahmani et al., 2023; Chintya Romansa, 2023). In the era of Society 5.0, when children are easily influenced by digital technology addiction, implementing this parenting style is increasingly essential. Parents who adopt a democratic approach do not completely limit access to electronic devices, but rather focus more on mentoring and establishing firm rules, so that children are able to utilize technological innovations without neglecting the development of social skills and independence (Ashari & Anwar, 2022; Aulia & Amra, 2021; Desmita et al., 2023).

This research aligns with the findings of Sary, (2018), who found that children raised with an authoritarian parenting style tend to be more dependent, while democratic parenting is associated with higher levels of independence. This research not only supports these findings but also extends their application to the context of digital life in the Society 5.0 era. Parents' application of democratic principles, such as opening spaces for dialogue and involving children in simple decisions, can be an important strategy to help children manage

temptations and distractions from the digital environment, thus developing adaptive independence (Dhiu & Fono, 2022).

The data from this study are highly relevant to the Society 5.0 Framework, launched by Japan in 2016 to integrate technology to improve human well-being, which, according to Erlina et al., (2024), expands opportunities for innovation but carries the risk of over-reliance on artificial intelligence and the internet of things, which can impair children's problem-solving abilities if not addressed through adaptive parenting approaches. The positive relationship in this study suggests that a democratic parenting style acts as a protective barrier, enabling children to utilize technology effectively while building independence outside the digital world. For example, parents who engage in two-way discussions about the use of digital devices can foster self-discipline, thereby reducing the risks associated with internet access by 35.57% as identified by (Komdigi, 2025). This is in line with the view of Hidayati et al., (2023) , which emphasizes the optimal role of parents in education in the digital era, where democratic practices strengthen intracurricular aspects such as self-control at an early age.

Although the analysis results indicate a positive relationship between democratic parenting and children's independence, the moderate strength of the relationship ($r = 0.557$) indicates that this factor is not the sole determinant. Several other aspects, such as the quality of educational services in early childhood education (PAUD), social support from the wider environment, and the frequency of children receiving appropriate stimulation, also play an important role in shaping children's independence. Therefore, further research is recommended to consider these moderating or mediating variables to provide a more comprehensive understanding of the factors contributing to children's independence .

Overall, the results of this study reinforce empirical evidence that democratic parenting remains highly relevant in facing the challenges of Society 5.0. This approach is increasingly crucial in shaping independent children, not only in carrying out practical tasks but also in developing self-confidence and adaptability to the dynamics of digital life. Furthermore, the results of this study align with the concept of the "Pancasila Student Profile," which places independence as a key dimension in character development for students in Indonesia (Choirunnisa et al., 2025; Masykuroh & Kurnia, 2025; Sabri et al., 2020; D. D. Sari et al., 2024). Therefore, the implementation of democratic parenting can be a crucial foundation in supporting national education goals while addressing social challenges in the digital era.

CONCLUSION

The results of this study indicate that democratic parenting has a moderately strong and positive relationship with early childhood independence, as shown by the Pearson correlation coefficient of 0.557. This finding demonstrates that the more consistently parents apply democratic parenting characterized by warmth, clear expectations, open communication, and opportunities for decision-making the higher the level of independence displayed by young children. These results strengthen existing evidence that autonomy-supportive parenting contributes to children's self-regulation and responsible behavior. The study also implies that strengthening parents' understanding of democratic parenting can serve as an effective strategy for fostering independence in early childhood, particularly in

preparing children to navigate the challenges of the Society 5.0 era. Future research is recommended to expand the sample size, explore additional variables that influence independence, and examine intervention-based approaches for parent training programs.

ACKNOWLEDGEMENT

The author extends sincere appreciation to the early childhood institution, parents, and educators who participated in this study and contributed valuable data. Gratitude is also expressed to the academic advisors and colleagues who provided guidance and support throughout the research process. Any remaining shortcomings are the responsibility of the author.

REFERENCES

Aghniarrahmah, C., Fridani, L., & Supena, A. (2021). Perkembangan Kemandirian dan Keterampilan Sosial Anak Usia 5-6 Tahun dalam Pengasuhan Dual Career Family. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(1), 389–400. <https://doi.org/10.31004/obsesi.v6i1.1319>

Akbar, K., & Rahmadani, U. N. (2025). *The Role of AI Chatbots In Enhancing Student Engagement and English Language Learning Outcomes at Raudhatul Athfal*. 4(December), 417–427. <https://doi.org/10.31958/ijecer.v4i2.15963>

Anggraeni, R. D., Wulandari, H., & Justicia, R. (2022). *Profil Pelajar Pancasila Pada Proses Pembelajaran Di Taman*. 3(1), 107–112.

Ashari, L. F., & Anwar, F. (2022). Moral Problems and Mothers' Efforts to Educate Children in Single Parent Families. *Journal of Islamic Education Students (JIES)*, 2(1), 12. <https://doi.org/10.31958/jies.v2i1.4367>

Aulia, M., & Amra, A. (2021). Parent's Participation in Improving the Quality of Education in Elementary Schools. *Journal of Islamic Education Students (JIES)*, 1(2), 58. <https://doi.org/10.31958/jies.v1i2.3004>

Awofala, T. B., & Bilikis, L. A. (2024). Parental health education and its influence on early childhood learning. *World Journal of Biology Pharmacy and Health Sciences*, 20(3), 241–247. <https://doi.org/10.30574/wjbphs.2024.20.3.1004>

Azzahra, R., Fitriani, W., Desmita, D., & Warmansyah, J. (2021). Keterlibatan Orang Tua di Minangkabau dalam PAUD pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(3), 1549–1561. <https://doi.org/10.31004/obsesi.v6i3.1796>

Bahmani, T., Naseri, N. S., & Fariborzi, E. (2023). Relation of parenting child abuse based on attachment styles, parenting styles, and parental addictions. *Current Psychology*, 42(15), 12409–12423. <https://doi.org/10.1007/s12144-021-02667-7>

Bisma, N., Desmita, D., Kharisma Diyenti, A., Adha Karim, N., Zalzabila, Z., Yulia, N., Warmansyah, J., & Sulong, K. (2023). The Influence of Audio Stories on Enhancing Digital Literacy In Early Childhood: A Survey Study. *Indonesian Journal of Early Childhood Educational Research (IJECER)*, 2(2), 57. <https://doi.org/10.31958/ijecer.v2i2.11526>

Chintya Romansa. (2023). Hubungan Pola Asuh Demokratis Dengan Motivasi Belajar Pada Remaja. *Journal of Social and Economics Research*, 5(2), 852–862.

<https://doi.org/10.54783/jser.v5i2.188>

Choirunnisa, C., Subroto, D. E., Atikah, T., Aulia, Y., & Sukmawati, S. (2025). Peran Pendidikan Karakter dalam Membangun Generasi Berintegrasi dan Beretika. *Guruku: Jurnal Pendidikan Dan Sosial Humaniora*, 3(1), 81–89. <https://doi.org/10.59061/guruku.v3i1.893>

Desmita, D., Rahmadani, S., Kharisma Diyenti, A., Warmansyah, J., Silvianetri, S., & Binti Fakaruddin, N. A. A. (2023). The Relationship of Parent-Child Interaction in Developing Effective Communication in Early Childhood. *Indonesian Journal of Early Childhood Educational Research (IJECE)*, 2(2), 47. <https://doi.org/10.31958/ijecer.v2i2.11524>

Dhiu, K. D., & Fono, Y. M. (2022). Pola Asuh Orang Tua Terhadap Perkembangan Sosial Emosional Anak Usia Dini. *EDUKIDS : Jurnal Inovasi Pendidikan Anak Usia Dini*, 2(1), 56–61. <https://doi.org/10.51878/edukids.v2i1.1328>

Efrideanti, T., Vitaloka, W., & Zaki, A. (2025). The Role of Parents in Managing Negative Emotions in Early Childhood. *Journal of Islamic Education Students (JIES)*, 5(1), 124. <https://doi.org/10.31958/jies.v5i1.14940>

Erlina, E., Bahrun, B., & Ismail, I. (2024). Parenting Program Management: Fostering School-Parent Cooperation to Optimize Children's Character Development in Early Childhood Education. *Journal of Educational Management and Learning*, 2(2), 50–56. <https://doi.org/10.60084/jeml.v2i2.173>

Febriani, H., Anesty Mashudi, E., & Tewari, V. (2023). The Importance of the Roles of Parents and Teachers in Cultivating Honesty in Early Childhood Characters. *Indonesian Journal of Early Childhood Educational Research (IJECE)*, 2(2), 71. <https://doi.org/10.31958/ijecer.v2i2.11499>

Fitriani, A., & Nurhafizah, N. (2020). Tingkat kemandirian anak usia dini di TK IT Mutiara Insani. *Jurnal Pendidikan Anak Usia Dini*, 4(2), 45–56.

Hidayah, N., & Aisna, Y. (2020). Pendidikan Karakter Anak Usia Dini sebagai Upaya Peningkatan Karakter Bangsa : Literature Review. *Jurnal Hawa : Studi Pengaruh Utamaan Gender Dan Anak*, 2(1), 11. <https://doi.org/10.29300/hawapsga.v2i1.2793>

Hidayanti, M., Lita, L., & Agustin, M. (2023). The Role of Parents in Forming Children's Independence. *Journal of Education For Sustainable Innovation*, 1(1), 9–19. <https://doi.org/10.56916/jesi.v1i1.478>

Hidayati, S. W., Muslikah, R., Munawaroh, H., Haryanto, S., & Salsabila, S. N. (2023). Parenting: Optimalisasi Peran Orang Tua dalam Membentuk Elemen Intrakulikuler Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(3), 2839–2850. <https://doi.org/10.31004/obsesi.v7i3.3467>

Hidayati, W. R., Warmansyah, J., & Zulhendri, Z. (2022). Upaya Penguatan Nilai-Nilai Karakter Islam Moderat pada Satuan Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4219–4227. <https://doi.org/10.31004/obsesi.v6i5.1756>

Khodarasih, D., Sari, M., & Pérez, C. (2025). Development of the Magic Cube Numbers

Educational Tool to Enhance Symbolic Thinking Skills in Children Aged 4 - 5 Years. *Journal of Early Childhood Education and Teaching (JECET)*, 1(1), 1–10. <https://doi.org/https://doi.org/00.00000/jecet.0000.000-00>

Komdigi. (2025). *Komitmen Pemerintah Melindungi Anak di Ruang Digital*. KOMDIGI RI.

Mahmudatunnisa, O., Tariza, N. M. T., & Hanifah, R. D. (2024). *Pengaruh Pola Asuh Orang Tua Terhadap Kemandirian Anak Usia Dini*. 2(2), 108–116.

Marques, R. P. (n.d.). *The Challenges and Opportunities of Era 5.0* (pp. 1–11).

Masykuroh, K., & Kurnia, R. (2025). Enhancing Love of Homeland in Early Childhood: A P5 Batik Nusantara Case Study. *Indonesian Journal of Early Childhood Educational Research (IJECKER)*, 4(1), 190. <https://doi.org/10.31958/ijecer.v4i1.15026>

Nurfahma, S. A., Saputri Imran, K., Rohayani, F., & Qadafi, M. (2024). Implementation of the Integrative Holistic Program in Early Childhood Education. *Indonesian Journal of Early Childhood Educational Research (IJECKER)*, 3(1), 23. <https://doi.org/10.31958/ijecer.v3i1.12209>

Pangestika, M. T. W., Cahyono, H., & Muttaqin, M. 'Azam. (2025). Pola Asuh Orang Tua Terhadap Kemandirian Anak Usia 4-5 Tahun di TK IL Yasin Kecamatan Kawedanan Kabupaten Magetan. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 4(2), 83–93. <https://doi.org/10.53977/kumarottama.v4i2.1957>

Parveen, A., Ganie, A. N., & Bashir, F. (2023). *Hurlock B . Elizabeth (1978) . ' Child Growth And Development : Tata McGraw- hill edition (India) Reprinted in India by arrangement with the McGraw – Hill Companies , Inc . December, 2–5*.

Sabri, A., Warmansyah, J., Amalina, A., & Aswirna, P. (2020). Implementasi Pengintegrasian Keislaman Dalam Pengenalan Konsep Matematika Anak Usia Dini. *Math Educa Journal*, 4(1), 23–30. <https://doi.org/10.15548/mej.v4i1.1240>

Saleha, L., Baharun, H., & Trimelia Utami, W. (2022). Implementation of Digital Literacy to Develop Social Emotional in Early Childhood. *Indonesian Journal of Early Childhood Educational Research (IJECKER)*, 1(1), 1. <https://doi.org/10.31958/ijecer.v1i1.5834>

Sari, D. D., Ilham, M., Fuadi, N., & Nurviani, R. (2024). The Implementation Learning Media Based on a Culture to Develop Student Character. *Journal of Islamic Education Students (JIES)*, 4(1), 63. <https://doi.org/10.31958/jies.v4i1.12109>

Sari, I. P., Warmansyah, J., Yuningsih, R., Sari, M., & Yandira, R. (2023). The Effect of Realistic Mathematics Education (RME) Learning Approach on the Ability to Recognize Number Concepts in Children Aged 4-5 Years. *Journal of Islamic Education Students (JIES)*, 3(1), 38. <https://doi.org/10.31958/jies.v3i1.8654>

Sary, Y. N. E. (2018). Relationship of Parenting with Child Interpersonal Intelligence in Wonokerto Village, Lumajang Regency. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2(2), 137. <https://doi.org/10.31004/obsesi.v2i2.93>

Statistik, B. P. (2022). *Statistik penggunaan gadget pada anak usia dini di Indonesia*. BADAN PUSAT STATISTIK.

Warmansyah, J., Zalzabila, Z., Yuningsih, R., Sari, M., Helawati, V., & Sari, E. N. (2023). Educational Technology Applications for Enhancing Religious and Moral Values in Early Childhood Development: A Bibliometric Analysis. *At-Tarbijah AlMustamirrah: Jurnal Pendidikan Islam*, 4(2). <https://doi.org/http://dx.doi.org/10.31958/atjpi.v4i2/10823>

Wulandari, A., Kurniati, L., Hanifa, N., & Yuningsih, R. (2025). Enhancing the Success of Toilet Training for Children Aged 2-3 Years at the UIN Mahmud Yunus Batusangkar Laboratory Daycare. *Journal of Community Service in Early Childhood Education*, 1(1), 9–20. <https://doi.org/00.00000/jcosece.vxix.xxx>

Copyright Holder :

© Ainurrahmah et al. (2025).

First Publication Right :

© Indonesian Journal of Early Childhood Educational Research

This article is under:

