



The Relationship between Authoritarian Parenting and Early Childhood Emotional Regulation



Sindi Dzakiyah Afrah¹, Suci Utami Putri², Gia Nikawanti³

^{1,2,3} Universitas Pendidikan Indonesia

Article Information

Article History

Received: June 2, 2026

Revised: June 23, 2026

Accepted: Sept 2, 2026

Keywords:

Authoritarian

Parenting

Emotional Regulation

Parents

Young Children

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan regulasi emosi pada anak usia dini yang masih berada dalam tahap perkembangan. Kemampuan anak dalam mengelola emosi dapat dipengaruhi oleh berbagai faktor, salah satunya adalah pola asuh yang diterapkan oleh orang tua. Pola asuh otoriter yang ditandai dengan aturan ketat dan tuntutan kepatuhan tanpa memberikan kesempatan anak dalam mengungkapkan perasaan diduga dapat memengaruhi perkembangan regulasi emosi anak. Penelitian ini bertujuan untuk mengetahui hubungan antara pola asuh otoriter dengan regulasi emosi anak usia dini. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Subjek penelitian berjumlah 56 orang tua yang memiliki anak usia dini. Pengumpulan data dilakukan menggunakan kuesioner, kemudian data dianalisis menggunakan uji korelasi Product Moment Pearson setelah memenuhi uji prasyarat normalitas dan linearitas. Hasil penelitian menunjukkan bahwa tidak terdapat hubungan yang signifikan antara pola asuh otoriter dengan regulasi emosi anak usia dini. Hasil uji korelasi memperoleh nilai signifikansi sebesar 0,750 ($p > 0,05$) dengan koefisien korelasi sebesar 0,044 yang menunjukkan hubungan sangat lemah. Temuan ini menunjukkan bahwa pola asuh otoriter bukan faktor utama yang berhubungan dengan kemampuan regulasi emosi anak usia dini. Regulasi emosi anak kemungkinan dipengaruhi oleh faktor lain seperti usia, karakteristik anak, pengalaman sosial, serta lingkungan sekitar anak.

Abstract

This research is motivated by the importance of emotion regulation skills in early childhood which is still in the developmental stage. Children's ability to manage emotions can be influenced by various factors, one of which is the parenting style applied by parents. Authoritarian parenting characterized by strict rules and demands for obedience without giving children the opportunity to express their

	feelings can allegedly affect the development of children's emotional regulation. This study aims to determine the relationship between authoritarian parenting and early childhood emotional regulation. This study uses a quantitative approach with a correlational design. The subjects of the study were 56 parents who had early childhood. Data collection was carried out using a questionnaire, then the data was analyzed using the Pearson Product Moment correlation test after meeting the normality and linearity prerequisite tests. The results showed that there was no significant relationship between authoritarian parenting and early childhood emotion regulation. The results of the correlation test obtained a significance value of 0.750 ($p > 0.05$) with a correlation coefficient of 0.044 which showed a very weak relationship. These findings suggest that authoritarian parenting is not a major factor related to early childhood emotion regulation ability. Children's emotional regulation may be influenced by other factors such as age, child characteristics, social experiences, and the environment around the child.  Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a Creative Commons Attribution 4.0 International License.
✉ Corresponding author: E-mail: gyanikawanti@upi.edu	ISSN 2579-7255 (Print) ISSN 2524-004X (Online)

INTRODUCTION

Early childhood experiences very rapid growth and development, both in physical, motor, social-emotional, language, and cognitive aspects. In the social-emotional aspect, there are abilities that must be mastered by children, one of which is the ability to regulate emotions where children are able to manage emotions effectively to maintain psychological well-being and engage in adaptive behavior. But in reality, there are still many children with suboptimal emotional regulation abilities which is shown by the behavior of children who have difficulty controlling their emotions such as children who are easily angry when they don't get what they want, children easily feel frustrated in doing something, children have heavy fear before facing a challenge, children are not able to calm down when emotions are high, and the ability to solve problems and tolerate failures is still low. (Lestari & Maghfirah, 2025)

These problems are often found in early childhood because at this stage the child's emotional regulation ability is still in the process of development where the child is still

in his golden age and experiences very rapid development at the age of four, 50% of the child's intelligence has been achieved and as much as 80% at the age of eight, which requires appropriate parenting and supervision from both parents and family. (Susanto, 2021). At that time, parents have an important role as role models for children who can be seen and imitated by children in their daily lives, so childcare is an obligation for both parents. Parenting is the responsibility of guiding, leading, and managing children. Parenting carried out by parents has a direct impact on children both in children's daily behavior both in the future and in the present (Ilham, 2022).

According to Baumrind (1971) parenting is divided into 3 categories, namely permissive parenting, democratic parenting, and authoritarian parenting. In permissive parenting or commonly known as liberal or free, parents tend to be relaxed to the child, so that the child is given the freedom to choose his activities, rules, and schedules on his own, which has an impact on the child behaving naughtily, inferiorly, poor self-control, selfish, forcing his desires, irresponsible, aggressive, impulsive, and anti-social. In democratic parenting, parents recognize the ability of children where children are given the opportunity not to always depend on their parents and are given the opportunity to have opinions that have a good impact on the child among children who are more courageous, active, stubborn, independent, able to control themselves, have good relationships with friends, and able to cooperate with others. In authoritarian parenting, children tend to only do what their parents tell them to do, usually parents in authoritarian parenting have a firm, strict, and responsible attitude towards their children.

Authoritarian parenting can make children less initiative, timid, irritable, desperate, withdrawn, and have poor moral character (Taib, 2020). In this parenting style, parents tend to apply strict rules and demand absolute obedience without giving children the opportunity to express their opinions or feelings. This condition can cause children to feel stressed, afraid of making mistakes and lack confidence in making decisions. Children also become accustomed to depending on their parents' orders so that they are able to develop independence and the ability to solve problems independently (Saadah, 2022).

In addition, authoritarian parenting can cause children to tend to be weak, restless, and alone, resulting in less aggressive behavior, rebelliousness, inability to plan things, and difficulties in adapting to their social environment (Sari & Wahyuni, 2020). Children who often receive pressure and punishment from parents also have the potential to have

difficulty expressing emotions appropriately. They can become more irritable, cry excessively or even harbor emotions that are felt because they are afraid of the rules that have been set by their parents.

This condition is closely related to the child's ability to regulate emotions or commonly known as emotion regulation. Emotion regulation is the ability of children to regulate, evaluate, modify and be able to communicate important emotional feelings for children in carrying out daily life. Emotion regulation refers to a person's ability to manage emotions effectively to maintain psychological well-being and engage in adaptive behavior (Rahma, 2024)

Children who have good emotional regulation will be better able to control anger, disappointment, sadness, and fear appropriately. On the other hand, children who experience obstacles in emotional regulation tend to have more difficulty calming down at home, easily overflow emotions and have difficulty establishing social relationships with others.

Emotion regulation has a very important function in a person's life. Emotion regulation itself is the control that a person exercises over the emotions he has. The ability to regulate emotions is the basis for the development of physical and mental intelligence, not only in the development of social-emotional intelligence. On the other hand, problematic emotional regulation or a person's inability to manage their emotions results in a person experiencing mental health disorders which results in the importance of emotional regulation in the child's developmental stage (Rahiem, 2023).

Emotion regulation has three important aspects that need to be considered, namely recognition of one's own emotions, emotional regulation, and emotional expression. These three aspects can be carried out in accordance with the upbringing and direction received by children both in parenting and the environment around the child (Mirza, 2023). These three aspects can develop according to the upbringing, direction and experience received by children, both from their parents' parenting style and the environment around the child. Parents have an important role in setting an example in managing and channeling good emotions to children. A warm, supportive and full of communication family environment can help children learn to understand their emotions better (Dwistia, 2025). On the other hand, an environment full of pressure, punishment, and lack of opportunities for children to express their feelings can hinder the development of children's emotional regulation.

Parenting applied by parents refers to strategies and approaches used in educating and guiding children in various aspects of life. This parenting style not only includes the way parents provide direction and upbringing, but also how to help children develop the ability to manage and express their emotions well (Adnan, 2018). Through the parenting style applied, parents play a role in shaping children's character, habits, and emotional skills, which will later affect the way they interact with the surrounding environment. Appropriate parenting can help children recognize emotions, regulate emotions and express emotions according to how they feel (Firdausi & Ulfa, 2022).

Although there has been a lot of research on authoritarian parenting and emotion regulation, studies that specifically link authoritarian parenting with early childhood emotion regulation are still very limited, most of the research has been done on adolescents, and few have focused on early childhood. In fact, early childhood is an early stage of development that is used as a basis for later development.

LITERATURE REVIEWS

Mirza's (2023) research which discusses the relationship between authoritarian parenting and the emotional regulation of early adolescents used 8th grade junior high school students as a research sample and the results of the study showed a value of $r = -0.813$ with $p < 0.001$ which means that there is a significant negative relationship between authoritarian parenting and the ability to regulate emotions in early adolescents with an effective contribution of 66%.

In a study conducted by Utami (2023) which discusses the relationship between the perception of authoritarian parenting of parents and the emotional regulation of USM students of the 2019 batch. The results of the study showed that there was no positive relationship between authoritarian parenting and emotion regulation in USM 2019 students. With a significant value of 0.415 and a correlation value of -0.22 which shows that there is a significant negative relationship between the perception of authoritarian parenting and the emotional regulation of USM 2019 students.

Research conducted by Prahesti & Silaen (2026) examined the relationship between authoritarian parenting, emotional regulation, and bullying tendencies in junior high school students in Jakarta. The study used Pearson correlation and simple linear regression which showed a significant positive relationship between authoritarian

parenting, as well as emotion regulation with bullying tendencies with values $r = 0.598$ and $p = 0.001$ with a variance of 35.8% ($R^2 = 0.358$) which means that students who have lower levels of emotion regulation and more authoritarian parenting have a greater tendency to bullying actions.

Based on this description, it can be seen that parental parenting has a very important role in the development of children's emotional regulation skills. However, there is still little research that examines authoritarian parenting with the regulation of early childhood emotions. This study aims to determine the relationship between authoritarian parenting and early childhood emotional regulation.

METHODS

This study uses a quantitative approach with a correlational research design. This research was carried out online by utilizing social media as a means of disseminating questionnaires that have been made by researchers. The researcher did not conduct face-to-face with the respondents but communicated using social media platforms such as WhatsApp, Instagram, X, and Tiktok. The population used in this study was parents who had early childhood totaling 56 people. Data collection techniques in this study used questionnaires or questionnaires. The questionnaire consists of positive and negative statement items. Each item has an alternative answer that has been provided, so that respondents can choose the answer that suits their experience.

The data analysis used in this study is a prerequisite test analysis with a normality test and a linearity test then followed by a hypothesis test using Pearson's Product Moment correlation technique. This analysis aims to identify the level of strength of the relationship between the two variables. However, the results of the analysis need to be interpreted carefully so as not to give the impression of causality, considering that the design of this study is correlational and does not control other confounding variables that have the potential to affect the relationship between variables.

RESULT AND DISCUSSION

The first step taken by the researcher in data processing was to sum the total score of each respondent, then classify the questionnaire data into three categories, namely low, medium, and high. Furthermore, the researcher determines the index value in the form of

a minimum score, maximum score, mean value, and standard deviation of each variable, namely psychological well-being and stunting. Detailed description of the results of data processing

Table 1. Description of Research Data

	Min	Max	Red	SD
Authoritarian Parenting	23	41	31	5
Children's Emotional Regulation	22	40	29	3

Based on the data of the variables of authoritarian parenting, the average score was 31, with the highest score of 41 and the lowest score of 23. Then the overall data is presented in table 2.

Table 2. Categorization of Authoritarian Parenting Scores

No	Interval	Frequency	Percent	Categories
1	21 - 27	15	26.8 %	Low
2	28 - 35	24	42.9 %	Medium
3	36 - 42	17	30.4 %	Height
Total		56	100%	

Based on the table above, it can be concluded that out of the total respondents totaling 56 respondents, the majority are in the medium category with an interval value of 28 – 35, namely 24 respondents with a percentage of 42.9%. In the high category with an interval value of 36 – 42, there were 17 respondents with a percentage of 30.4%. Meanwhile, for the low category with an interval value of 21 – 27, there were 15 respondents with a percentage of 26.8%.

Based on data on the variables of children's emotion regulation, the average score was 29, with the highest score of 40 and the lowest score of 22. Then the overall data is presented in table 3.

Table 3. Categorization of Children's Emotional Regulation Scores

No	Interval	Frequency	Percent	Categories
1	21 - 27	20	35.7 %	Low
2	28 - 34	30	53.6 %	Medium
3	35 - 40	6	10.7 %	Height
Total		56	100%	

Based on the table above, it can be concluded that out of the total number of respondents totaling 56 people, most of the respondents were in the medium category with a score interval of 28 – 34, namely 30 respondents with a percentage of 53.6%. The results showed that most of the children in this study had the ability to regulate emotions at a moderate level. In the low category with a score interval of 21 – 27, there were 20 respondents with a percentage of 35.7%. This number shows that there are still quite a lot of children who have suboptimal emotion regulation skills. Meanwhile, in the high category with a score interval of 35 – 40, there were 6 respondents with a percentage of 10.7%. This shows that only some young children have good emotion regulation skills. Overall, the results of the categorization show that the ability to regulate emotions in early childhood in this study tends to be in the medium category.

The collected data was analyzed by first conducting prerequisite tests, namely normality tests and linearity tests. To ensure that the data is distributed normally, the study applied the Kolmogorov-Smirnov test, which is considered more appropriate to be used in a sample of more than 50 respondents. This test aims to evaluate whether the distribution of data is close to the normal distribution, as an important condition in the application of parametric statistical analysis. The decision was taken based on the value of the Asymp.Sig. (2-tailed), where the data is declared to be normally distributed if $\text{Asymp.Sig} > 0.05$, while if $\text{Asymp.Sig} < 0.05$ indicates an abnormal distribution. Based on the normality test using the Kolmogorov-Smirnov method, it is known that the two variables of authoritarian parenting and the regulation of children's emotions have an Asymp.Sig value of 0.200 where $0.200 > 0.05$. Therefore, it can be concluded that the data in the study of the variables of authoritarian parenting and the regulation of children's emotions are normally distributed.

The result is that the data is normally distributed through the normality test, then the next is the linearity test which aims to ensure that the relationship between the two variables can be analyzed using linear statistical methods. The decision-making criteria in this test are based on the significance value of deviation from linearity, where if the significance value is > 0.05 , then the relationship between variables is declared linear. Conversely, if the significance value < 0.05 , then the relationship is not linear. Based on the results of the linearity test on both variables of authoritarian parenting and child emotional regulation, a score of deviation from linearity of 0.118 was obtained. A

significance value on the deviation from linearity test greater than 0.05 indicates that there is no significant deviation from the linear model. Thus, the relationship between the two variables can be stated to be linear.

After the data is declared to be normally and linear, the hypothesis is carried out with the Product Moment Correlation test to determine the relationship between the two variables, namely authoritarian parenting and the regulation of children's emotions. The following is the hypothesis in this study:

H0: There is no association between authoritarian parenting and early childhood emotional regulation

H1: There is a relationship between authoritarian parenting and early childhood emotional regulation

Decision-making if If the value sig. (2-tailed) > 0.05 , H0 is accepted and H1 is rejected where there is no relationship between authoritarian parenting and the regulation of children's emotions. If the value of sig. (2-tailed) < 0.05 , H0 is rejected and H1 is accepted where there is a relationship between authoritarian parenting and the regulation of children's emotions. Based on the results of the correlation of the value of sig. (2-tailed) which is 0.750. The value is greater than 0.05 where $0.750 > 0.05$. so it can be concluded that H0 is accepted and H1 is rejected where there is no relationship between authoritarian parenting and the regulation of children's emotions.

In addition, in the process of correlation analysis, it is important to understand the interpretation of the value of the correlation coefficient obtained, the correlation coefficient is used to find out the criteria for the relationship between two variables. According to Sugiyono (2019), the degree of closeness of the relationship between variables can be interpreted based on the value of the correlation coefficient. The closer it is to 1, the stronger the relationship between variables. The relationship criteria guidelines are explained in the following table:

Table 4. Relationship Criteria	
Interval Coefficient	Relationship Level
0.00 – 0.19	Very weak
0.20 – 0.39	Weak
0.40 – 0.59	Medium
0.60 – 0.79	Strong

0.80 – 1.00	Very Powerful
-------------	---------------

With the above guidelines, the researcher can conclude the extent of the relationship between variables based on the correlation value obtained from the Product Moment Correlation test. This interpretation is very helpful in assessing how much of a relationship or relationship there is between variables. Based on the correlation results, a correlation coefficient value of 0.044 was obtained, which shows that the direction of the relationship between the two variables is very weak, meaning that the higher the authoritarian parenting style applied by the parents, the lower the child's ability to regulate emotions.

The absence of a significant association showed that the high or low level of authoritarian parenting applied by parents was not directly related to the ability to regulate early childhood emotions in the respondents of this study. It can be interpreted that children who receive authoritarian parenting do not necessarily have low emotional regulation, as well as children who receive low authoritarian parenting do not necessarily have high emotional regulation.

The results of this study are in line with previous research conducted by Mirza (2023) which found no significant relationship between the variables of authoritarian parenting and emotion regulation. Similarly, the results of Utami's (2023) research stated that there was no positive relationship between authoritarian parenting and emotion regulation. The findings support the results of this study which also shows that authoritarian parenting does not have a significant relationship with early childhood emotion regulation. These results indicate that emotion regulation is not only influenced by authoritarian parenting applied by parents but also other factors outside of authoritarian parenting.

Emotion regulation is a person's process of regulating emotions that are influenced by the factors of when and how emotions can be experienced and how those emotions can be released and expressed (Dai & Araz, 2021). Rahma (2024) revealed that children's emotional regulation is influenced by several factors such as age, gender, personality, religiosity, social environment, and children's experiences in interacting with others. The older the child, the more the ability to recognize, understand, and control their emotions will also develop. Older children are generally able to express emotions in a better way

than younger children. This happens because children's cognitive development and social experiences are also increasing as they get older (Sukatin, 2020).

Gender also affects the way children regulate emotions. Women tend to seek support, protection, or share stories with others more often when experiencing negative emotions. Meanwhile, men are more likely to express their emotions through physical activity or certain actions. These differences are influenced by biological factors and socialization patterns that children receive from the surrounding environment (Ratnasari, & Suleeman 2017).

Children's experience in interacting with other people in the surrounding environment. Early childhood has the characteristic of imitating others around him, if the environment around the child is good and able to regulate his emotions well and convey his emotions well and appropriately, then the child will imitate and indirectly develop the child's emotion regulation ability to develop well (Nona, 2026). If the environment around the child is not good and less optimal in regulating and managing his emotions, the child will imitate and the child's emotional regulation ability to develop is less than optimal.

Early childhood is still in the development of children's emotions that is still ongoing. Early childhood is not fully able to control the emotions they feel, so in some situations children still show behaviors such as irritability, crying, disappointment, or difficulty calming down when facing problems (Hasiana, 2020). Lestari & Maghfirah (2025) found that some children still have difficulty regulating emotions shown by children's behavior that is easily irritable when they get disturbed by friends, children easily feel frustrated in doing tasks, children have severe fear before facing a challenge, children are not able to calm down when emotions are high, and the ability to solve problems and tolerate failures is still low.

In addition, the results of the descriptive analysis showed that most parents were in the medium category, which was 43%, and most children with emotional regulation skills were also in the medium category, which was 53%. This condition shows relatively homogeneous characteristics of respondents so that data variations are limited. Less diverse variation can cause relationships between variables to be difficult to detect statistically.

Authoritarian parenting that is in the medium category shows that despite the application of authoritarian parenting, most children are able to show quite good

emotional regulation skills. Parents in the response to this study show that they do not fully implement authoritarian parenting caused by the change in the mindset of today's parents who are beginning to consider the importance of communicating with their children. Parents not only provide rules and boundaries but also begin to give children the opportunity to express their desires in certain situations. (Wahyuni & Simamora 2024).

The excessive application of authoritarian parenting can have a negative impact on children's development, especially in children's emotional regulation skills. Windayani & Putra (2021) said that children who too often get pressure, punishment, or prohibitions from parents result in low child confidence, timidity, irritability, and difficulty in expressing their feelings. Children also tend to feel afraid of making mistakes so they lack the courage to make decisions or develop initiatives for themselves. Authoritarian parenting can have a detrimental effect on children's behavioral and emotional development. Children can have difficulty managing their emotions, easily feel anxious, lack independence, and experience obstacles in building social relationships with the surrounding environment (Saadah, 2022).

In addition, authoritarian parenting that is applied continuously can cause children to be less able to understand and express emotions in a healthy way. Children who are used to receiving demands and pressure from parents without warm communication tend to choose to hide their feelings. Hartika (2025) revealed that this condition can make it difficult for children to recognize the emotions they feel and are unable to convey feelings of sadness, anger, disappointment, or fear appropriately. As a result, children can show unstable emotional behaviors such as crying easily, tantrums, being excessively angry, or even becoming quiet and withdrawing from their social environment.

Authoritarian parenting also has a significant impact on early childhood prosocial behavior. In a study conducted by Zhang, et al. (2026) stated that authoritarian parenting that emphasizes devotion to parents and strict discipline that results in children becoming less able to socialize with the surrounding environment which is shown by not wanting to share with friends, reluctance to help friends, and lack of cooperation with peers.

The characteristics of early childhood that still need direction and supervision are also the reason for parents to implement an authoritarian parenting style. Nurpadilah, et al. (2024) said that children are still at the stage of learning to understand rules, control

behavior, and adjust to the surrounding environment so that parents give certain limits to children by applying authoritarian parenting.

Thus, the results of the study show that authoritarian parenting is not the main factor affecting the regulation of early childhood emotions in the respondents of this study. Children's emotional regulation can be influenced by other factors outside of this study such as age, gender, children's experiences in interacting with others, and children's characteristics. This is the researcher's basic reflection for further research recommendations by examining other factors that have the potential to affect early childhood emotional regulation so that it can provide a more comprehensive picture of the ability to regulate early childhood emotions.

CONCLUSION

Based on the results of the study on the relationship between authoritarian parenting and early childhood emotional regulation, it can be concluded that there is no significant relationship between authoritarian parenting and early childhood emotional regulation. The results of Pearson's Product Moment correlation test showed a significance value of 0.750 ($p > 0.05$), so that the null hypothesis (H_0) was accepted and the alternative hypothesis (H_1) was rejected. In addition, the correlation coefficient value of 0.044 shows that the relationship between authoritarian parenting and children's emotional regulation is in the very weak category.

The results of this study show that the high and low implementation of authoritarian parenting is not directly related to the ability to regulate emotions in early childhood. Children who receive authoritarian parenting do not necessarily have low emotion regulation skills, nor do children with low authoritarian parenting necessarily have high emotion regulation skills. This shows that children's emotional regulation can be influenced by various other factors such as age, gender, children's characteristics, social experiences, and the environment around the child.

This research contributes to expanding the study of early childhood social-emotional development, especially related factors related to emotion regulation. The findings of this study show that authoritarian parenting is not the only factor that determines children's ability to manage their emotions, so further research can consider other factors that have the potential to affect early childhood emotion regulation.

REFERENCES

- Adnan, M. (2018). Pola asuh orang tua dalam pembentukan akhlak anak dalam pendidikan islam. *CENDEKIA: Jurnal Studi Keislaman*, 4(1), 66-81. <https://doi.org/10.37348/cendekia.v4i1.50>
- Baumrind, D. (1971). Current Patterns of Parental Authority. American Psychological Association.
- Dai, P. A., & Araz, A. (2021). "We can resolve our conflict" conflict resolution training program: Western Thrace elementary school sample. *Psikoloji Çalışmaları - Studies in Psychology*, 41(2), 645-671. <https://doi.org/10.26650/SP2021-852786>
- Dwistia, H., Sindika, S., Iqtianti, H., & Ningsih, D. (2025). Peran lingkungan keluarga dalam perkembangan emosional anak. *Jurnal Parenting Dan Anak*, 2(2), 1-9. <https://doi.org/10.47134/jpa.v2i1.1164>
- Firdausi, R., & Ulfa, N. (2022). Pola asuh orang tua terhadap perkembangan emosional anak di Madrasah Ibtidaiyah Nahdlatul Ulama Bululawang. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*, 3(2), 133-145. <https://doi.org/10.19105/mubtadi.v3i2.5155>
- Hartika, Hartika (2025) *Eksplorasi Pola Asuh Orangtua dalam Menghadapi Tempertantrum Anak Usia 2-5tahun di Kelurahan Purangi Kecamatan Sendana*. (Skripsi Sarjana, Universitas Islam Negeri Palopo).
- Hasiana, I. (2020). Peran keluarga dalam pengendalian perilaku emosional pada anak usia 5-6 tahun. *Child Education Journal*, 2(1), 24-33. <https://doi.org/10.33086/cej.v2i1.1538>
- Ilham, L. (2022). Dampak Pola Asuh Otoriter Terhadap Perkembangan Anak. *Islamic EduKids: Jurnal Pendidikan Anak Usia Dini*, 4(2), 63-73. <https://doi.org/10.20414/iek.v4i2.5976>
- Lestari, W., & Maghfirah, F. (2025). Pengaruh Flashcard Terhadap Kemampuan Regulasi Emosi Anak Usia 5-6 Tahun. *Aulad: Journal on Early Childhood*, 8(3), 1629-1635. <https://doi.org/10.31004/aulad.v8i3.1462>
- Mirza, M. (2023). *Hubungan Antara Pola Asuh Otoriter dengan Kemampuan Regulasi Emosi pada Remaja Awal*. (Skripsi Sarjana, UIN Raden Intan Lampung).
- Nurpadilah, D., Putri, S. U., Unzhurna, R. A., & Anzani, T. A. (2024). Pentingnya Disiplin dan Batasan dalam Pengasuhan Anak Usia Dini. *Research in Early Childhood Education and Parenting*, 5(1). 21-36.
- Nona, M. O., Dhiu, K. D., Fono, Y. M., & Oka, G. P. A. (2026). Peran Pola Asuh Orang Tua dalam Pencegahan Perilaku Agresif pada Anak Usia Dini di Desa Naru. *Social Science Academic*, 4(1). <https://doi.org/10.37680/ssa.9730>
- Prahesti, A. C., & Silaen, S. M. J. (2026). Hubungan Pola Asuh Otoriter dan Regulasi Emosi dengan Kecenderungan Perilaku Bullying pada Siswa SMP Negeri di Jakarta Selatan. *IKRA-ITH HUMANIORA: Jurnal Sosial dan Humaniora*, 10(1), 8-16.
- Rahma, S. A., Ikhsan, A. P. P., & Yemima, D. (2024). Dampak Pengabaian Orang Tua Terhadap Regulasi Emosi Anak. *Jurnal Psikologi*, 1(4), 18-18. <https://doi.org/10.47134/pjp.v1i4.2649>
- Rahiem, M. D. (2023). Orang Tua dan Regulasi Emosi Anak Usia Dini. *Aulad: Journal on Early Childhood*, 6(1), 40-50. <https://doi.org/10.31004/aulad.v6i1.441>

- Ratnasari, S., & Suleeman, J. (2017). Perbedaan regulasi emosi perempuan dan laki-laki di perguruan tinggi. *Jurnal psikologi sosial*, 15(1), 35-46.
- Saadah, K., Ajrie, N., Ismaya, E. A., & Fauzi, M. R. (2022). Pola Asuh Orang Tua dalam Pembentukan Karakter Mandiri Anak Selama Pembelajaran Tatap Muka Terbatas. *P2M STKIP Siliwangi*, 9(2), 120-131. <https://doi.org/10.22460/p2m.v9i2.3328>
- Sari, P., & Wahyuni, C. (2020). Pengaruh pola asuh otoriter orang tua bagi kehidupan sosial anak. *jurnal pendidikan dan konseling*, 2(1), 76-80. <https://doi.org/10.31004/jpdk.v1i2.597>
- Sukatin, S., Chofifah, N., Turiyana, T., Paradise, M. R., Azkia, M., & Ummah, S. N. (2020). Analisis perkembangan emosi anak usia dini. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(2), 77-90.
- Susanto, A. (2021). *Pendidikan Anak Usia Dini: Konsep Dan Teori*. Bumi Aksara.
- Utami, Fifin Fajar. (2023). *Hubungan Persepsi Pola Asuh Otoriter dengan Kemampuan Regulasi Emosi Mahasiswa Psikologi USM*. (Skripsi Sarjana, Universitas Semarang).
- Taib, B., Ummah, D. M., & Bun, Y. (2020). Analisis pola asuh otoriter orang tua terhadap perkembangan moral anak. *Jurnal Ilmiah Cahaya Paud*, 2(2), 128-137.
- Wahyuni, R., & Simamora, S. (2024). Hubungan Tingkat Pendidikan dan Pola Pikir Orang Tua Terhadap Pola Pengasuhan Anak. *NABAWI: Jurnal Penelitian Pendidikan Islam*, 1(2), 1-26.
- Windayani, N. L. I., & Putra, K. T. H. (2021). Pola Asuh Otoritatif untuk Membentuk Karakter Anak. *Edukasi: Jurnal Pendidikan Dasar*, 2(2), 173-182.
- Zhang, S., Wang, P., Wang W., Su, H., & Zhang, X. (2026). The Relationship Between Parenting Styles and Children's Prosocial Behavior: The Mediating Role of Children's Emotional Intelligence. *Behavioral Sciences*, 16(1), 155. <https://doi.org/10.3390/bs16010155>