



## PARENTING AS A DETERMINING FACTOR AND CHILD DEVELOPMENT BASED ON OBSERVATION FINDINGS

Aprianus Benediktus<sup>1</sup>, Ruda Icha<sup>2</sup>, Nia Aplonia<sup>3</sup>, Lian Ermelinda<sup>4</sup>, Dhema Ayu<sup>5</sup>, Bhoko Werner<sup>6</sup>, Alin Karolina<sup>7</sup>, Ngedhi Yunita<sup>8</sup>, Yefin Sila<sup>9</sup>, Ule Hildegardis<sup>10</sup>, Manggus Fransiska<sup>11</sup>

<sup>1,2,3,4,5,6,7,8,9,10,11</sup> Sekolah Tinggi Keguruan dan Ilmu Pendidikan Citra Bakti Ngada

Email: [aprianusbenediktus@gmail.com](mailto:aprianusbenediktus@gmail.com)

### ABSTRACT

*This study aims to describe and analyze parenting styles, specifically permissive parenting, as one of the determining factors that influence the growth and development of early childhood. Parenting plays an important role in shaping children's personalities, character, as well as the development of their social, emotional, cognitive, and language aspects. This research employed a field observation method using light interviews, direct observation, and documentation involving three families with diverse backgrounds. The focus of the study was directed toward four language aspects – phonology, vocabulary, syntax, and semantics – as well as key dimensions of permissive parenting, which include parents' views on rules, disciplinary approaches, emotional relationships, children's involvement in decision-making, and parents' expectations for their children. However, open and warm communication patterns foster a close emotional relationship between parents and children. The children feel involved in family decision-making, although they are not yet fully guided to distinguish appropriate decisions from less appropriate ones. Parents' expectations generally focus on giving children the freedom to develop according to their interests without firm guidance, which on the one hand can support independence and self-confidence but on the other hand may lead to excessive permissive behaviour. These findings emphasize the importance of balance in parenting. This study is expected to serve as a practical reference for parents, early childhood teachers, and early childhood education institutions in designing learning strategies and mentoring patterns that emphasize the optimal and balanced development of all aspects of a child's growth.*

**Keyword:** *Permissive Parenting, Parents, Early Childhood Development, Observation, Language Aspect*

\*Corresponding Author: [itomelania95@gmail.com](mailto:itomelania95@gmail.com)

Received: October 15<sup>th</sup> 2025; Revised: December 2<sup>th</sup> 2025; Accepted: January 25<sup>th</sup> 2026

DOI: <https://doi.org/10.34125/jpd.v1i1.16>

**Reference to this paper should be made as follows:** Benediktus, A., Icha, R., Aplonia, N., Ermelinda, L., Ayu.D., Werner, B., Karolina, A., Yunita, N., Sila, Y., Hildegardis, U., Fransiska, M. Parenting as A Determining Factor and Child Development Based on Observation Findings. *Jurnal Pendidikan Dasar dan Pengembangan Pembelajaran*, 2 (1), 110-120.

E-ISSN : [3109-2624](#)

Published by : STKIP Pesisir Selatan

## INTRODUCTION

Parenting is one of the most significant determining factors in the process of early childhood growth and development. In the context of early childhood education, parenting not only impacts the formation of character and personality, but also affects children's ability to develop social, emotional, cognitive, and linguistic aspects ([Hanurawan et al., 2024](#); [Kozlova et al., 2024](#); [Rahimah & Koto, 2022](#)). Children in early childhood are in a very rapid stage of development, where every stimulation, interaction, and family environment becomes an important foundation for the formation of children's behavior and basic abilities ([Saracho, 2023](#)).

Based on the observations made in three families with diverse backgrounds, it was found that all three parents applied permissive parenting. Permissive parenting is characterized by giving children a very broad freedom to express opinions, make choices, and make their own decisions without restrictions or strict supervision ([Nisrofah, 2023](#); [Fitrianto et al., 2025](#)). This is reflected in the findings on children's linguistic aspects, which include phonology, vocabulary, syntax, and semantics, where most children show a fairly good ability to identify word sounds, pronounce words correctly, compose sentences, and understand the meaning of words and sentences.

Observations on the phonology aspect showed that children were able to pronounce words clearly although there were some mistakes that could still be tolerated. Children's ability to identify word sounds is also relatively good, characterized by children's consistency in distinguishing similar word sounds ([Iuzzini-Seigel et al., 2022](#)). In the vocabulary aspect, children are able to recognize familiar words well, and some are even able to interpret new words through the guidance of daily interactions with parents ([Latifah & Safrida, 2025](#)). From the syntactic aspect, simple sentence structures can be composed by children although there are still errors in word order. Semantic aspects show that children can understand the meaning of sentences, but understanding the meaning of words in context still needs to be strengthened through parental assistance.

On the other hand, permissive parenting also has consequences on children's behavior. Unlimited freedom and lack of consistency in rules lead to behavioral problems, including lack of discipline, children's low understanding of responsibility, and children's tendency to have difficulty distinguishing appropriate and inappropriate behavior from the prevailing norms ([Owaidah et al., 2022](#); [Imran et al., 2023](#)). Findings on the dimensions of permissive parenting such as parents' views on rules, disciplinary approaches, emotional relationships, children's involvement in decision-making, and parental expectations, show that parents emphasize warmth, togetherness, and respect for children's freedom. Children are often involved in household decision-making, albeit without explicit direction to distinguish which decisions are appropriate ([Birchley, 2021](#); [Cheng et al., 2022](#)).

This condition is an important basis for understanding that permissive parenting can have both positive and negative impacts. On the one hand, this pattern can support

the growth of independence, self-confidence, children's courage in expressing their opinions, and building emotional closeness with parents ([Elshanum, 2024](#); [Lailin, 2024](#)). But on the other hand, this pattern has the potential to weaken the aspects of discipline, clarity of behavioral boundaries, and children's responsibility. Therefore, permissive parenting requires a counterbalance in the form of clear rule enforcement, educational consequences, and consistent direction from parents ([Yanxue & Bhaumik, 2024](#); [Dumaru et al., 2025](#)). Through this background, researchers hope that the results of the study can contribute to parents, educators, and early childhood education institutions to better understand the importance of balanced parenting. Proper parenting is expected to support the optimization of children's potential in all aspects of development, so that children are able to grow into independent, confident, yet purposeful and responsible individuals ([Brooks, 2023](#); [Hanif, 2023](#)).

## **METHODS**

This research uses a descriptive qualitative approach with field observation method as the main technique in data collection ([Afriani et al., 2025](#)). This method was chosen because it is suitable for describing in depth how parenting, especially permissive parenting, is applied in the daily lives of early childhood, as well as how it affects aspects of children's linguistic and behavioral development. This research design is descriptive qualitative with a focus on describing facts and phenomena in the field based on real findings. The researcher acts as a key instrument in the data collection process through direct observation, light interviews, and documentation. This research does not use experimental treatment, but rather describes the situation as it is according to the data obtained. The research subjects consisted of three families who have early childhood with an age range of 4-6 years. The three families were selected purposively with the consideration that the parents of these children apply permissive parenting. Data collection techniques used three methods, namely: Direct Observation, Light Interview, Documentation. Data collection instruments in the form of observation guides, open-ended interview questionnaires, and observation recording formats developed by researchers based on linguistic indicators (phonology, vocabulary, syntax, and semantics) and aspects of permissive parenting. The data obtained were analyzed descriptively qualitatively with the stages of data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting out relevant data according to the research theme, followed by data presentation in the form of tables, narrative descriptions, and summaries of the main findings. Conclusions were drawn by formulating the relationship between permissive parenting and the results of observations of language development, behavior, and the dynamics of children's interactions with parents. To ensure data validity, researchers applied source and method triangulation techniques. Triangulation was carried out by comparing the results of interviews with direct observations and documenting each process as supporting evidence. Validation of validity was also strengthened by peer discussion and field supervisors to minimize interpretation bias.

## **RESULT AND DISCUSSION**

The results of this study present findings based on observations, interviews, and documentation that have been conducted on three family subjects who apply permissive parenting in early childhood. The research findings are described based

on aspects of children's language development and the dimensions of permissive parenting identified during the observation process.

### Description of Observation Results of Children's Language Aspects

#### Phonological Aspects

The observation results showed differences in the phonological abilities of the three children. Keziaro and Julio showed relatively good phonological abilities with an average score of 4-5 on indicators of word pronunciation, identification of word sounds, intonation, and differentiation of similar word sounds. In contrast, Jeslin still showed limitations in some aspects, especially in pronouncing words with the right intonation.

Indicator	Keziaro	Jeslin	Julio
Word pronunciation	4 (Good)	2 (Not good)	4 (Good)
Word sound identification	5 (Very good)	3 (Good enough)	4 (Good)
Sentence indicators	4 (Good)	2 (Not good)	4 (Good)
Similar sound distinction	5 (Very good)	4 (Good)	4 (Good)

In general, Keziaro's phonological ability is more developed due to the support of responsive daily communication and the freedom of expression given by parents.

#### Vocabulary

In the vocabulary aspect, the three children have variations in their ability to recognize familiar words and interpret new words. Keziaro showed the ability to identify familiar words at a very good level (score 5) while Julio showed the lowest result (score 2) on the same indicator.

Indicator	Keziaro	Jeslin	Julio
Familiar word identification	5 (Very good)	3 (Good enough)	2 (Not good)
New word definition	3 (Good enough)	4 (Good)	4 (Good)

This data shows that permissive communication patterns, although providing a wide space for expression, require consistent assistance so that children are maximized in enriching vocabulary.

#### Syntactic Aspects

In syntactic ability, all three children were able to compose sentences with the correct basic structure. Keziaro has the highest score in sentence construction (5) while Jeslin tends to have syntactic skills that still need strengthening.

Indicator	Keziaro	Jeslin	Julio
Constructing Sentences	5 (Very good)	3 (Good enough)	4 (Good)
Identify sentence structure	3 (Good enough)	3 (Good enough)	4 (Good)

The sentence structure used by parents tends to be declarative and imperative with a soft tone, showing the characteristics of permissive parenting that facilitates children's freedom of speech without many restrictions.

### Semantic Aspects

In the semantic aspect, Keziaro has the ability to interpret sentences correctly and consistently (*Score 5*). However, the ability to identify the meaning of words in context is still low in all three children, especially Jeslin and Julio.

Indicator	Keziaro	Jeslin
Interpreting sentences	5 (Very good)	3 (Good enough)
Identify the meaning of words in context	2 (Not good)	2 (Not good)

This shows the need for more emphasis on providing real context in the use of language so that the meaning can be fully understood.

### Dimensions of Permissive Parenting

The results also highlighted several indicators of the dimensions of permissive parenting applied by the three parents, namely views on rules, approaches to discipline, emotional relationships, children's involvement in decisions, and parental expectations.

Indicator	Keziaro	Jeslin	Julio
View of rules	5 (Very good)	5 (Very good)	2 (Not good)
Disciplinary approach	3 (Good enough)	5 (very good)	4 (Good)
Emotional connection	5 (Very good)	3 (Good enough)	4 (Good)
Involvement in decisions	5 (Very good)	3 (Good enough)	4 (Good)
Parental expectations	5 (Very good)	4 (Good)	5 (Very good)

In general, permissive parenting in the three families is shown through the granting of broad freedom, emotional warmth, children's involvement in household decision-making, and parents' expectations for children to develop with full independence. However, on the other hand, inconsistent boundaries and rules have the potential to cause undisciplined behavior in children.

### **Other Qualitative Findings**

Field data shows that permissive parents tend to: More often use expressions of approval such as “It's okay”, “It's up to you”, or “It's okay”. Rarely give strict consequences for minor rule violations. Allow children to be actively involved in choosing activities, although not always directed. Being a friend to the child to create emotional attachment. This situation contributes positively to children's self-confidence and independence. But without firm direction, children risk growing up with blurred behavioral boundaries.

### **Summary of Research Results**

Based on the data obtained, it can be concluded that permissive parenting provides opportunities for children to develop in terms of freedom of opinion, language skills, and autonomy in making simple decisions. However, this parenting pattern also has challenges in the aspect of instilling discipline and consistency in habituation of orderly behavior. The results of this study are expected to be a basis for consideration for parents and educators to combine permissive parenting with strengthening rules, mentoring, and applying educational consequences so that children grow up with a balance between freedom and responsibility. The discussion focuses on an in-depth interpretation of parenting, particularly permissive parenting, as a determining factor affecting early childhood growth and development based on field observation findings. The discussion relates the research results to parenting theory and its relevance to early childhood education literature.

### **Permissive Parenting as the Dominant Pattern**

The results showed that the three families of the research subjects actually applied permissive parenting, which is characterized by giving children wide freedom in making choices, making decisions, and expressing opinions without strict limits or rules. This is in accordance with Diana Baumrind's theory, which defines permissive parenting as a parenting style that provides the widest possible freedom with very minimal control. This finding is supported by the data that all parents provide space for children to be actively involved in simple decision-making at home, albeit without strict direction. For example, Keziaro was given the freedom to decide on daily activities without clear boundaries. Similar conditions are also seen in Jeslin and Julio who are often given freedom although in some aspects such as rule compliance, the results are still low.

### **The Impact of Permissive Parenting on Linguistic Aspects**

Permissive parenting applied by parents in this study is proven to support children's linguistic development, especially aspects of phonology, syntax, vocabulary, and semantics. Children like Keziaro show good phonological and syntactic skills, this is attributed to the open, warm and responsive communication patterns of parents. The freedom of children to speak, ask questions, and express their desires without fear of scolding stimulates the development of speech, word pronunciation, and sentence construction. This is in line with Vygotsky's theory that warm and free social interactions support children's language development. However, some weaknesses were also found. The ability to identify the meaning of words in context was still low in all three children. This shows that language freedom needs to be balanced with systematic assistance so that children understand the meaning of words not only literally but also in the context of conversation.

### **Limitations of Permissive Parenting on Discipline and Responsibility**

Although permissive parenting supports children's courage in speaking and expressing opinions, the observation results also found that the aspects of discipline and responsibility of children were not optimal. On the indicator of views on rules, Julio even showed a low score due to a lack of acceptance of basic rules. Meanwhile, Keziaro and Jeslin showed inconsistent discipline. This phenomenon confirms Baumrind's theory, which highlights that permissive parenting risks fostering permissive behaviors in children, such as low self-control, difficulty in obeying rules, and confusion in distinguishing appropriate and inappropriate behavior. The results support previous findings that permissive parents tend to use a lax approach to discipline, rarely apply consequences, and prioritize warm emotional relationships without being balanced by firm behavioral boundaries.

### **Emotional Relationships and Child-Parent Attachment**

Field data showed that the three parent subjects had close emotional relationships with their children. This form of relationship can be seen from the habit of parents listening to children's stories, giving hugs, and rarely using high tones when giving directions. Keziaro, for example, is always involved in household activities and decision-making, so he feels valued. This attachment is in line with the humanistic approach in early childhood education which emphasizes the importance of unconditional acceptance and respect for the individual. This approach supports the development of children's self-esteem, self-confidence and independence.

### **Implications of Research Results**

The results of this study show that permissive parenting can support the development of children's linguistic aspects through open communication and ample opportunities for opinion. However, the application of this parenting pattern needs to be complemented by enforcing rules, mentoring, and providing educational consequences so that children do not lose the boundaries of appropriate behavior. Thus, permissive parenting cannot be applied singularly without adjustment. Parents need to combine it with elements of democratic parenting that balance freedom with responsibility, clear rules, and the application of logical consequences. The practical implications of this research can be the basis for parents, PAUD educators, and educational institutions to design parenting education programs that emphasize the importance of parenting balance. With this understanding, parents are expected to be able to build warm communication, openness, and consistency of rules to support optimal child development.

### **Conclusion**

Based on the results of observations and in-depth analysis, it can be concluded that parenting has a very significant role as a determining factor for early childhood growth and development. The findings of this study show that permissive parenting is the dominant pattern applied by the three subject families, with the main characteristics of giving children wide freedom, lack of strict rules, and a loose and inconsistent approach to discipline. Permissive parenting has a positive impact on several aspects of child development, especially linguistic development. The children involved in this study showed relatively good phonology, vocabulary, syntax and semantic skills. This can be seen from their ability to pronounce words with the right intonation, recognize word sounds, construct sentences, and understand the meaning

of new words. Freedom of speech and a warm two-way communication relationship between parents and children proved to stimulate children's courage to express themselves, express their opinions, and build self-confidence. However, observations also revealed the consequences of permissive parenting without consistent rules. Children did not seem to have a strong understanding of behavioral boundaries, self-discipline, and responsibility. This is reflected in the low scores of several indicators, such as children's acceptance of rules, consistency of discipline, and ability to distinguish appropriate behavior. Children tend to be free in making decisions without adequate direction from parents, potentially leading to continued permissive behavior.

In addition, a close emotional relationship between parents and children is proven to provide a sense of security, appreciation, and good attachment. Parents' involvement in listening to children's opinions and including children in family decision-making are positive practices that support children's psychosocial development. Thus, this study emphasizes the importance of balance in parenting. Permissive parenting can be part of a communication pattern that supports children's language development, self-confidence and independence, but must be balanced with elements of democratic parenting that emphasize consistency of rules, the application of educational consequences, and the provision of clear directions. The right combination of parenting can help children grow with a balance between freedom of expression and an understanding of social responsibility. This research is expected to be a reference for parents, PAUD educators, and early childhood education institutions to optimize parenting patterns that support holistic child development. In the future, these findings can be used as the basis for developing parent education programs and more targeted learning interventions so that children not only develop in terms of freedom and creativity, but also have the character of discipline, responsibility, and adequate social skills in everyday life.

- Anwar, C., Septiani, D., & Riva'i, F. A. (2024). Implementation Of Curriculum Management Of Tahfidz Al-Qur'an at Al-Qur'an Islamiyah Bandung Elementary School. *INJIES: Journal of Islamic Education Studies*, 1(2), 91-96. <https://doi.org/10.34125/injies.v1i2.11>
- Ayuba, J. O., Abdulkadir, S., & Mohammed, A. A. (2025). Integration of Digital Tools for Teaching and Learning of Islamic Studies Among Senior Secondary Schools in Ilorin Metropolis, Nigeria. *INJIES: Journal of Islamic Education Studies*, 2(1), 1-9. <https://doi.org/10.34125/injies.v2i1.16>
- Ayuba, J. O., Abdullateef, L. A., & Mutathahirin, M. (2025). Assessing the Utilization of Information and Communication Technology (ICT) Tools for Teaching Secondary Schools Islamic Studies in Ilorin, Nigeria. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 28-37. <https://doi.org/10.34125/jerit.v2i1.22>
- Alwaan, A. Z., & T, N. A. (2024). Dakwah Strategy in The Modern Era. *INJIES: Journal of Islamic Education Studies*, 1(1), 28-34. <https://doi.org/10.34125/injies.v1i1.4>
- Aziz, M., 'Arif, M., Alwi, M. F., & Nugraha, M. N. (2024). Improving The Quality of Education Through Optimizing the Educational Administration System at The An-Nur Islamic Education Foundation. *INJIES: Journal of Islamic Education Studies*, 1(1), 5-15. <https://doi.org/10.34125/injies.v1i1.2>

## REFERENCE

- Abiyusuf, I., Hafizi, M., Pakhrurrozi, P., Saputra, W., & Hermanto, E. (2024). Critical Analysis of The Rejection of Richard Bell's Thoughts on The Translation of The Qur'an in The Context of Orientalism. *INJIES: Journal of Islamic Education Studies*, 1(2), 48–60. <https://doi.org/10.34125/injies.v1i2.6>
- Adeoye, M. A., & Otemuyiwa, B. I. (2024). Navigating the Future: Strategies of EdTech Companies in Driving Educational Transformation. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 43–50. <https://doi.org/10.34125/jerit.v1i1.10>
- Adeoye, M. A., Obi, S. N., Sulaimon, J. T., & Yusuf, J. (2025). Navigating the Digital Era: AI's Influence on Educational Quality Management. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 14–27. <https://doi.org/10.34125/jerit.v2i1.18>
- Afriani, I., Suriani, A., Desyandri, D., & Sukma, E. (2025). Peningkatan Keterampilan Menulis Teks Eksplanasi Menggunakan Model RADEC Berbantuan Media Audiovisual pada Peserta Didik Kelas V SDN 24 Ujung Gurun. *Indo-MathEdu Intellectuals Journal*, 6(3), 3480–3490. <https://doi.org/10.54373/imeij.v6i3.3126>
- Amrulloh, N. M. A. G. (2024). Educator Recruitment Management in Improving Student Quality at Dwiwarna Parung High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 80–90. <https://doi.org/10.34125/jerit.v1i2.9>
- Amir, A., Afrita, A., Zuve, F. O., & Erlianti, G. (2024). Education and Application of Digital Media in Creation and Documentation Artery Based Service Letter. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 36–42. <https://doi.org/10.34125/jerit.v1i1.5>
- Arifianto, A., & Purnomo, M. S. (2024). The Role of Marketing Management in The Development of Islamic Education Services. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 112–122. <https://doi.org/10.34125/jerit.v1i2.14>
- Ayuba, J. O., Abdulkadir, S., & Mohammed, A. A. (2025). Integration of Digital Tools for Teaching and Learning of Islamic Studies Among Senior Secondary Schools in Ilorin Metropolis, Nigeria. *INJIES: Journal of Islamic Education Studies*, 2(1), 1–9. <https://doi.org/10.34125/injies.v2i1.16>
- Ayuba, J. O., Abdullateef, L. A., & Mutathahirin, M. (2025). Assessing the Utilization of Information and Communication Technology (ICT) Tools for Teaching Secondary Schools Islamic Studies in Ilorin, Nigeria. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 28–37. <https://doi.org/10.34125/jerit.v2i1.22>
- Baroud, N., Alouzi, K., Elfzzani, Z., Ayad, N., & Albshkar, H. (2024). Educators' Perspectives on Using (AI) As A Content Creation Tool in Libyan Higher Education: A Case Study of The University of Zawia. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 61–70. <https://doi.org/10.34125/jerit.v1i2.12>

- Birchley, G. (2021). The theorisation of 'best interests' in bioethical accounts of decision-making. *BMC Medical Ethics*, 22(1), 68.
- Brooks, R. B. (2023). The power of parenting. In *Handbook of resilience in children* (pp. 377–395). Springer.
- Cheng, H.-F., Stapleton, L., Kawakami, A., Sivaraman, V., Cheng, Y., Qing, D., Perer, A., Holstein, K., Wu, Z. S., & Zhu, H. (2022). How child welfare workers reduce racial disparities in algorithmic decisions. *Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems*, 1–22. <https://doi.org/10.1145/3491102.3501831>
- Dumaru, P., Perry, J., & Al-Ameen, M. N. (2025). Authoritative by Design: Towards Evaluation of Reimagined Parental Control Tool Through Field Study. *International Journal of Human-Computer Interaction*, 1–25. <https://doi.org/10.1080/10447318.2025.2589500>
- Elshanum, D. C. (2024). The Role of Parents in Enhancing Self-Esteem of School-Age Children: Exploring Parenting Styles, Involvement, and Socioeconomic Factors. *Acta Psychologia*, 3(3), 11–121. <https://doi.org/10.35335/psychologia.v3i3.65>
- Fadli, M., Iskandar, M. Y., Darmansyah, D., J, F. Y., & Hidayati, A. (2024). Development of Interactive Multimedia Use Software Macromedia Director for Learning Natural Knowledge in High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 12–19. <https://doi.org/10.34125/jerit.v1i1.2>
- Fitrianto, M. S. R., Hakim, Z. A., & Marwing, A. (2025). The impact of democratic, permissive and authoritarian parenting styles on adolescent self-confidence: Evidence from senior high school students in Indonesia. *Nusantara Journal of Behavioral and Social Science*, 4(1), 43–50. <https://doi.org/10.47679/njbss.202577>
- Hanif, M. (2023). Parenting patterns of children and family functions in social capital perspective. *International Journal of Social Science and Religion (IJSSR)*, 209–234. <https://doi.org/10.53639/ijssr.v4i2.178>
- Hanurawan, F., Suciptaningsih, O. A., & Itsnain, N. I. I. (2024). Psychological Characteristics Of Personality In Elementary School-Aged Children In Indonesia: Review And Implications. *Edukasi Islami: Jurnal Pendidikan Islam*, 13(04), 729–744. <https://doi.org/10.30868/ei.v13i04.6636>
- Hidayatullah, R. R., Kamali, M. F., & T, . N. A. (2024). Innovative Dakwah Strategies Through Social Media: Case Study of Islamic Communication Approaches in Indonesia. *INJIES: Journal of Islamic Education Studies*, 1(1), 16–27. <https://doi.org/10.34125/injies.v1i1.3>
- Hidayati, E., & Hutagaol, B. A.-R. (2025). An Analysis of Hasan Hanafi's Tafsir Method: Hermeneutics as An Interpretative Approach. *INJIES: Journal of Islamic Education Studies*, 2(1), 39–48. <https://doi.org/10.34125/injies.v2i1.22>
- Imran, A., Khanom, N., & Rahman, A. (2023). Parental perception of children's online behaviour: a study on ethnic communities in Australia. *International Journal of Environmental Research and Public Health*, 20(7), 5342
- Iuzzini-Seigel, J., Allison, K. M., & Stoeckel, R. (2022). A tool for differential diagnosis of childhood apraxia of speech and dysarthria in children: A tutorial. *Language, Speech, and Hearing Services in Schools*, 53(4), 926–946. [https://doi.org/10.1044/2022\\_LSHSS-21-00164](https://doi.org/10.1044/2022_LSHSS-21-00164)

- Iskandar, M. Y., Nugraha, R. A., Halimahturrafiah, N., Amarullah, T. A. H., & Putra, D. A. (2024). Development of Android-Based Digital Pocketbook Learning Media in Pancasila and Citizenship Education Subjects For Class VIII SMP . *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 51–60. <https://doi.org/10.34125/jerit.v1i2.13>
- Islam, I., & Ishaq, M. (2024). Development of Journalism Development Strategies in The Digital Era at Darul Mukhlisin High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 71–79. <https://doi.org/10.34125/jerit.v1i2.11>
- Iswandi, I., Syarnubi, S., Rahmawati, U., Lutfiyani, L., & Hamrah, D. (2024). The Role of Professional Ethics Courses in Producing Prospective Islamic Religious Education Teachers with Character. *INJIES: Journal of Islamic Education Studies*, 1(2), 71–82. <https://doi.org/10.34125/injies.v1i2.9>
- Kozlova, A., Nych, T., Drobot, O., Liashenko, R., & Cheban, O. (2024). The influence of society and social groups on the development of personality. *Multidisciplinary Reviews*, 7.
- Lailin, N. (2024). Parenting Pattern and Self-Confidance In Children Aged 5-6 Years. *EDUTECH Journal of Educational and Technologi*, 8(1), 252–261.
- Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.
- Nisrofah, S. (2023). Examining the Influence of Permissive Parenting on Student Motivation for Learning. *Tadibia Islamika*, 3(1), 12–20.
- Owaidah, S. F., Alharaz, R. I., Aljubran, S. H., Almuhanha, Z. Y., & Menezes, R. G. (2022). Factors affecting reporting of suspected child maltreatment in Saudi Arabia. *Journal of Forensic and Legal Medicine*, 89, 102371.
- Rahimah, R., & Koto, I. (2022). Implications of parenting patterns in the development of early childhood social attitudes. *International Journal Reglement & Society (IJRS)*, 3(2), 129–133.
- Saputra, W., Akbar, A., & Burhanuddin, B. (2024). Modernization of Da'wah Methods in Fostering Interest Among Young Generation (Case Study QS. Al-Ahzab Verse 46). *INJIES: Journal of Islamic Education Studies*, 1(2), 61–70. <https://doi.org/10.34125/injies.v1i2.7>
- Saracho, O. N. (2023). Theories of child development and their impact on early childhood education and care. *Early Childhood Education Journal*, 51(1), 15–30.
- Septiani, D., Nugraha, M. S., Efendi, E., & Ramadhani, R. (2024). Strengthening Tuition Governance Towards Transparency and Accountability at Ummul Quro Al-Islami Modern Boarding School Bogor. *INJIES: Journal of Islamic Education Studies*, 1(2), 83–90. <https://doi.org/10.34125/injies.v1i2.10>
- Yanxue, W., & Bhaumik, A. (2024). The Impact of Parenting Styles on Child Development: a Comprehensive Review. *Prestieesci Research Review*, 1(1).
- Zafari, K. A., & Iskandar, M. Y. (2024). Interactive Multimedia Development With The Autorun Pro Enterprise Ii Application Version 6.0 In Ict Guidance In Secondary Schools. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 20–26.