

Effect of Parenting Parenting *Secure attachment* on Children's Independence through Interaction Child Social

Sarah Nia Karyanto^{1*}, Asniwati¹, Suhaimi¹

¹Master of Early Childhood Education, Lambung Mangkurat University, Banjarmasin, 70123, Indonesia

DOI: [10.36348/jaep.2022.v06i06.005](https://doi.org/10.36348/jaep.2022.v06i06.005)

| Received: 18.05.2022 | Accepted: 25.06.2022 | Published: 30.06.2022

*Corresponding author: Sarah Nia Karyanto

Master of Early Childhood Education, Lambung Mangkurat University, Banjarmasin, 70123, Indonesia

Abstract

Independence is one _ aspect necessary development _ developed since age early. The independence of children is not an innate trait but through their existence learning process and need trained since age early, influencing factors independence child consist from pattern foster from parents, *secure attachment* and children 's social interactions. From the results of initial observations and interviews, it can be concluded that the level of independence of children is still relatively low. Destination study this is for describe and analyze influence pattern foster parents *secure attachment* on children's independence through interaction social child. This research uses quantitative descriptive research with a total sample of 137 child group B in sub- district kindergarten North Banjarbaru. The technique of collecting data is by observing and distributing questionnaires. The techniques used in analyzing the data are multiple correlation techniques and path diagrams to show an overview of the relationship between variables according to the assumptions used. Research results show that: (1) Parenting pattern tend use pattern foster democratic, secure attachment, children's social interaction, and independence child included in the category height; (2) there is a positive and significant relationship between the pattern foster to social interaction; (3) there is a positive and significant relationship between *secure attachment* in the family to children's social interactions; (4) there is a positive and significant relationship between parenting pattern for children's independence; (5) there is a positive and significant relationship between *secure attachment* in the family towards independence child; (6) there is a positive and significant relationship between social interaction on children's independence; (7) there is a positive and significant relationship between parenting patterns through social interaction on children's independence; (8) there is a positive and significant relationship Among *secure attachment* through social interaction on children's independence. Conclusion: there are influence by partial and simultaneous from pattern foster parents *secure attachment* on children's independence through interaction social child. Should head kindergarten unit for together build positive communication _ moment communicate with teachers and parents for analyze development independence in children. This thing could conducted with open a *sharing* forum or swap opinion with teachers and parents about problem nor development child age early.

Keywords: Parenting, *Secure Attachment*, Interaction Social, Independence.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Every parent wants their child to grow up to be a good child, and want child his could grow with independent. Early childhood independence is a an ability for children doing their own activities without must depend with people around like take care of himself and also the child has started to learn to understand his own needs (Susanto, 2012).

Independence a child no is nature default from born will but existence something stages learn and have to developed as early as maybe, then from it's the parent

who is environment first for the child who gave influence in development independence child (Rizkyani, Adrian, & Syaodih, 2019). Specifically mother is biggest influence _ Thing this because child still bound as well as need needs with his mother.

Desmita (2010) explains the characteristics of early childhood independence consist from child capable To do activity simple though no free from adult supervision nearby _ _ child, child could make decision alone based on the child 's view earn from behavior nor the actions of the people around him, child capable socialize with other people or friend same age without

need accompanied by his parents, children capable control emotions and children could empathize towards other people.

When entering preschool age, the child's ability to adapt should be can be put to good use. In fact, the phenomenon of delay in adjustment to independence is often found, especially in early school age. This is in accordance with the results of interviews conducted by researchers with one of the principals of a kindergarten school in Banjarbaru who became the research sample on August 6, 2021, there are still many children whose independence has not developed, these problems include: (1) some children do not dare to go to the toilet alone, (2) some children are not able to tidy up their own toys, (3) some children do not like to share toys with their friends, (4) some children do not complete the task until it is finished; (5) some children are less able to get along with their peers.

Ali and Asrori argued that (2014) independence in children does not occur because of the absence of factors that influence it. These factors can come from outside or from within the child himself. One of the factors that influence self-reliance is parenting.

Parenting _ is one of the factors that influence formation independence in children, Wibowo (2017) explain pattern foster is the way how are parents in treating children give education for child, give help me, how discipline children, providing protection to children, which consists of from the way parents in provide rules, punishments, and rewards, controls and communication to obtain maturity in accordance with applicable norms in society.

Kustia (2016) in results the research explain independence in children will seen if parents _ could understand the growing process development in children. Child will Becomes independent personality _ if parents _ could show good attitude and example _ in planting values independence.

One important aspect that affects the independence of early childhood is attachment. Bowlly (Upton, 2012) Explaining attachment provides a lasting psychological connection between human beings. This is reinforced by Hurlock (2014) explaining that the early years of life child is base which tend endure influence the attitudes and behavior of children throughout their lives.

Required an attachment or *attachment* between people parents and children to maximize the growth and development of the child. Santrock (2012) attachment is a strong emotional bond between two people. Attachment is an emotional connection that forms a deep impression. Pleasant impressions or a safe attachment given by the mother continuously will

produce a good response in the child as well. Later it will make children grow up to have an attitude to be optimistic about themselves, be able to communicate confidently with others, try to be positive, never hesitate to meet other people and always have a safe feeling.

In addition, the factors that influence independence child of one his is children's social interactions with environment Around, in interacting a child still has a lot to learn to gain a place in society as a responsible and happy citizen. In the process of forming children's attitudes in the family environment, we can find various forms of social interaction in people's lives (Albaroroh, 2016). In general, social interaction takes place between one individual and another, an individual and a group and social interaction between social groups (Khotimah, 2015).

According to Titing (2013), social interaction in the family occurs between father and mother, parents (father-mother) and children and interactions between children. Furthermore, social interaction is a relationship between individuals and other individuals, the relationship between the community and the group. This social interaction can also be said to be communication between one person and another, with the community, with a group to establish a good relationship. The more often children interact socially with their environment, the more the level of independence in children increases. With the various problems regarding the lack of Independence of Group B Children in Kindergarten, North Banjarbaru District. Researchers are interested in understanding and knowing the causes of these problems. Destination in study this to describe _ as well as analyze parenting pattern of social interaction, *secure attachment* to social interaction, parenting to independence, *secure attachment* to independence, social interaction to independence, parenting patterns through social interaction to independence and *secure attachment* through social interaction towards independence in Kindergarten group B in Kindergarten, North Banjarbaru District.

RESEARCH METHODOLOGY

This study uses a quantitative approach with a descriptive method. The population of this study is all children in kindergarten in the District of North Banjarbaru in children with an age range of 5-6 years totaling 209 people, after using the non - *probability sampling technique*, 137 samples were used. Data collection in this study was carried out by distributing questionnaires in the form of a list of questions that were shown directly to a number of selected respondents, the results of the questionnaire were then analyzed using path analysis techniques. This analysis will be used to test how much influence is shown by the correlation coefficient between variables as follows:

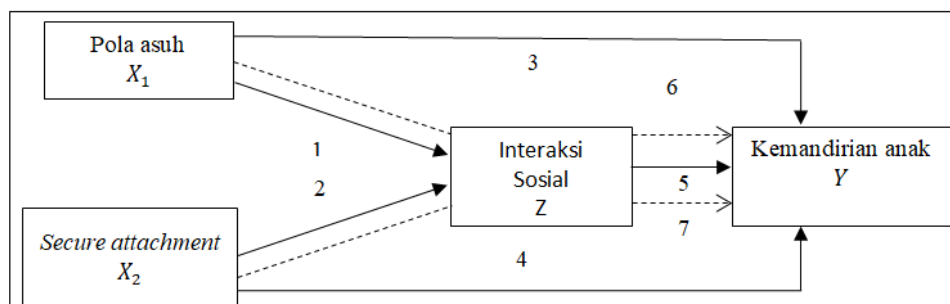


Figure 1: Design Study between Variable

Table 1: Test Results Influence Direct with SPSS

Variable	Coefficient path (P)	Conclusion
X1 against Y (Py1)	0.014	Sig.
X2 against Y (Py2)	0.142	Sig.
Z to Y (Pyz)	0.880	Sig.
X1 against Z (Pz1)	0.923	Sig.
X1 against X2 (P21)	0.333	Sig.
X2 against Z (Pz2)	0.931	Sig.

Table 2: Test Results Influence Not direct with SPSS

Variable	Coefficient path (P)	Conclusion
X1 through Z against Y	0.812	Sig.
X2 through Z against Y	0.819	Sig.

FINDINGS AND DISCUSSION

Overview of parenting, *Secure Attachment*, social interaction and independence _ child based on results study from whole shared questionnaire _ to 137 parents group B in sub- district kindergarten North Banjarbaru much more _ tend apply pattern foster democracy.

Pattern type foster Democracy expects children to share responsibilities and be able to develop their leadership potential expected can encourage children to be able to stand on their own, be responsible and believe in themselves. This thing supported by opinion Desmita (2010) explain with existence pattern foster democratic and creative _ child will developing things This is because parents always stimulate their children to be able to take the initiative. Children who are raised in a family with a democratic atmosphere are more flexible in their development and can accept power rationally. On the other hand, children who are raised in an authoritarian atmosphere view power as something to be feared and secret.

In line with results study Masni (2018) explains the role of democratic parenting applied by parents to make children become people who are willing to accept criticism and respect others, have high self-confidence and are able to be responsible for their social life.

In results study Afiyah and Alucyana (2021) Children who have a good democratic parenting will try hard and are highly motivated, on the other hand,

children who have good parenting will make good efforts and have good motivation too.

Based on results study could categorized as that parent's *secure attachment* at District Kindergarten North Banjarbaru during this still belong to good in give shelter to child when at home or moment get along with friends in the neighborhood social child. Research results in line with theory Armsden and Greenberg (Indrijati, 2017) is a sense of comfort and security that comes from attachment that is nurtured and dominated by belief in the presence of an attached figure (responsive and easy to understand) when needed. Mothers of infants and children with secure attachments tend to be responsive and sensitive. Arielle *et al.*, (2014) explain the importance the role of a mother in forming a secure attachment with reciprocal interaction, positive attitude, stimulation, warmth, and emotional support and acceptance.

In results study Fadillah (2021) state that A good and healthy attachment will be experienced by children who receive a touch of love from *their* parents through eye contact, physical, warm touch that is full of love and affection. Parents and children have a good relationship, it will manifest in the pattern of attachment *secure attachments*.

Research results Qomariah (2019) I want with *secure quality attachments* and stable usually lead a life with good conditions. Then the child who turns away from attachment the insecure leads to attachment safe

with one of the mom who have good adaptability and positive family and friendship ties.

Based on results study could categorized as that interaction social child group B in sub- district kindergarten North Banjarbaru during this still belong to tall ie. This thing show that needs interaction social is one _ needs base human who will influence optimization stages development humans in periods next. In line with Syaodih's opinion (2015) states that basically kindergarten age children are social beings who need the presence of other people in their lives and have a strong desire to be accepted by their group and to be able to join their peers.

One of the efforts so that children can learn to interact socially is at school, teachers must realize how important social interaction is for children, through education children will be easier to reach with the surrounding environment (Beaty, 2015).

In line with results study Dinawati, *et al.*, (2015) Social interaction needs to be developed from an early age because it affects the next child's life. One of the efforts so that children can learn to interact socially is at school, teachers must realize how important social interaction is for children, through education children will be easier to reach with the surrounding environment.

Based on results study independence child group B in sub- district kindergarten North Banjarbaru including in category tall. independence child is very important it means in give good things for children _ first in give understanding to child study understand character they alone good self house or at school. According to Susanto (2016) Independence is strongly influenced by self- confidence, which if the child feels safe and is confident he will be more willing to explore on his own, better able to manage stress and many things the child can achieve.

Besides it 's a daily habit that children do on their own without asking for any help is also independence. Therefore, according to Montessori (2017) the mastery of independence first touches a child when the child is born into the world, therefore every child experiences growth and development, in fact he is also forming his independence. In their research, Rahma, Utami and Hapidin (2016) explain that the form of helping parents at home includes children's independence, where children have their own initiatives to help parents after parents get used to their children to be able to do things on their own. Because the form of independence of children can be in the form of providing assistance to others, especially mothers at home.

Direct Influence of Parenting Patterns on Social Interaction Child

Based on results research, known that each pattern variable foster parents (X1) against children's social interactions of 0.923, other than that have sig value of $0.000 < 0.005$, which means there is influence positive and significant pattern foster parents _ to children's social interactions Group B in District Kindergarten North Banjarbaru.

Parenting patterns from parents are closely related to ability interaction social in children. Social interaction itself is a process in a person 's life to adjust himself to accept the habits, behavior, and norms that apply in social life (Susanto, 2012).

By getting children used to interacting within the family, children will be accustomed to interacting with people outside the family so that children are able to establish friendships with their peers. Suteja (2017) explains pattern foster parents _ It is very important in providing understanding to children about the importance of socializing, because children do not have the experience to guide their own development towards maturity.

In results research by Muamanah (2018) where linking parenting patterns with social interactions of children aged 4-5 years. The results show that parenting greatly affects the social emotional development of children. Proper parenting can develop the personality and potential of children to the fullest, and vice versa.

In line with results study Parulian and Yulianti (2019) in results the research show there is a relationship between democratic parenting, authoritarian parenting and permissive parenting with peer interaction.

Direct influence secure _ attachments in the family on children's social interactions

Based on results research, known that each variable secure attachment (X2) to children's social interaction (Z) is 0.931, apart from that have sig value of $0.420 < 0.005$, which means there is influence positive and significant secure attachment to children's social interactions Group B in District Kindergarten North Banjarbaru

Rice and Golgin (Marheni, 2018) explain With the behavior of affection and warmth in the family given by parents consistently, it is an attachment based on a sense of security. *attachments*). *Safe _ attachment* gives confidence to children to be able to explore the surrounding environment with courage and a sense of security, because of the responsive and sensitive attitude of parents (usually mothers).

Children who have *Secure Attachment*, will have a mother who is responsive and always gives feedback to her child that is consistent (lasts for a long time). Meanwhile, *ambivalent children* are a reflection of individuals who have difficulty socializing with their surroundings, this could be due to inconsistent responses or availability to give reciprocity to children as parents and caregivers. In the end, the attachment relationship that you want to achieve is not fulfilled (Candra & Leona, 2019).

In the results of research by Voort (Akmalia & Rahayuningsih, 2018) From 456 respondents, it is known that sensitive / sensitive parenting is very necessary for the foundation of secure *growth attachment* (secure attachment). However, for children who are tormented, they have a large enough risk of developing an *insecure pattern attachment* (unsafe attachment). From 80 research samples, it is known that children are in a *secure pattern attachment* has good social interactions with other children his age, but children with *insecure patterns attachment* has poor social interaction with other children his age.

This is in line with the results of research by Sulastris (2019) with the same variable, namely there is a significant relationship between the attachment of children and their fathers to social emotional development in a positive relationship and a correlation coefficient score of 0.416.

Direct Influence of Parenting on Children's Independence

Based on results research, known that each pattern *variable* foster parents (X1) against independence child (Y) of 0.041, other than that have sig value of 0, 42 0 < 0.00 5, which means there is influence positive and pattern foster parents _ to independence child Group B in District Kindergarten North Banjarbaru.

Interesting _ style or what is often called parenting is style relate/interact with people old to child existence use pattern foster parents _ have a big influence on the formation of independent character in each individual from an early age. This thing powered by Janah (2012) explained that Parenting has a very important role for the development of independence in children, because the basis of attitude independence The first is in children obtained from home, namely both parents, the development process through School education is just a matter of continuing development.

How influential is the relationship between parenting styles on all aspects? the development of independence in children, in the explanation concluded that parenting is the first and most important school that will form and develop aspects of children's independence, the school environment is only a

complementary environment that will help optimize the development of independence in children.

As research has been done Afrida (2017), stated that forming children's independence through the use of parenting, giving examples and mentoring children in doing activities that children can do independently, and getting children to do simple daily activities to meet their own needs.

In addition, according to Rantina (2017) in results the research stated that Children's independence can also be increased through *Practical Life Learning*, and independence can develop according to expectations (BSH), and Start Developing (MB).

Secure direct effect attachment in the family to the child's independence

Based on results research, known that each variable *secure attachment* (X2) to independence child (Y) is 0.142, other than that have sig value of 0.000 < 0.00 5, which means there is influence positive and significant *secure attachment* to independence child Group B in District Kindergarten North Banjarbaru

Parents with *secure _ _ Attachment* can make children more independent or have high independence in their lives The results of this study are in accordance with the opinion of Baradja (Desmita, 2010) which states that a child's independence is one of the influencing factors is the attachment factor. This attachment includes the response parents who show attention and affection, children often meet their parents, so that children feel satisfied, if children are satisfied with a positive response then children feel given support and trust for all the activities they do. Good relationships will manifest in the pattern of attachment *secure attachments*. The touch of love through the five sense Shows a form of support and encouragement by parents who want their children to feel safe and confident in reaching the stage of independence (Fauziah & Effendi, 2012).

The results of this study are supported by Amin 's (2019) research which obtained a significant effect of 0.002 < 0.05 so it can be concluded that *secure attachment* affects the independence of children aged 5-6 years. The analysis of this study can be concluded that there is a significant and significant effect between *secure attachment* with independence. It means the better *secure the attachment* that parents have, the better the child's independence and the lower the *secure people's attachments* The older the child, the lower the independence of the child.

Research results Fadilah (2021) explain that there is an effect between *secure Attachment* and Child Independence are accepted, there is a positive sign in the regression coefficient value which indicates *secure attachment* gives a positive direction to the

independence variable so that there is a positive and significant influence between *secure attachment* to the independence of group B children in the Mawar Group.

Direct Effect of Social Interaction on Children's Independence

Based on results research, known that each interaction variable social (Z) against independence child (Y) of 0.880, other than that have sig value of $0.000 < 0.005$, which means there is influence positive and significant interaction social to independence child (Y) Group B in sub- district kindergarten North Banjarbaru.

This finding means that in terms of growing children's independence, social interaction factors that are built and created have a positive impact on children. Social interaction is a process in which individuals pay attention, respond to other individuals, so that they are responded to with a certain behavior (Mar'at, 2018).

In relation to efforts to grow children's independence, the process of social interaction is more colored by the family environment and the community environment. A similar expression was also put forward by Walgito (2018) that social interaction is actually an interaction or relationship between one individual and another individual, one individual affects another individual or vice versa, so there is a hub reciprocal benefits.

Besides that in results study Aghniarrahmah (2022) The results of the study indicate that there are differences between independence when children are at home and at school, children's social skills have not developed according to their age stages, there is a delegation of care from parents to third parties, namely grandmothers and caregivers, and there are differences in the application of parenting patterns given.

Indirect influence of parenting patterns through social interaction on children's independence

Based on results calculation is known that score influence direct of 0.923 and the effect of no direct of 0.812 which means that score influence by direct more big compared with score influence no direct, result this show that by no Parenting Parenting (X1) through Interaction Social (Z) has influence significant to Child Independence (Y).

In general, it can be interpreted that parenting is a pattern of interaction between parents and children. This way of parenting includes the attitude or behavior of parents when dealing with children. Augustine (2017) explained that parenting is a pattern of interaction between children and their parents which includes not only meeting physical needs (eating, drinking, clothing, etc.) and psychological needs (affection or feelings) but also norms that apply in

society so that children can live in harmony with the environment.

The necessities of life for family members are certainly very necessary for good and intensive interaction between individuals in the family. Likewise, parents always interact and communicate messages to children and other family members that are educational in nature, as an effort to maintain the values of harmony in family and community life.

Excessive interaction between parents and children will have a negative effect, when parents are not at home or at school the child feels insecure and feels afraid. Therefore, parents should be aware that the attitude of parents who are too protective or directing the behavior of children makes children feel hesitant to take the initiative. If parents always get used to interacting with all children's conditions or helping with all children's activities at home such as eating, bathing, drinking milk, all involve parents and even parents who are more active in what the child's activities are, then it is natural that in the end the child is very dependent on parents and less able to be independent.

Study this in line with results study Sahrip (2017) explain that the interaction in the family on self-confidence has a direct positive effect, meaning that it gives us an idea that the interactions built by parents with their children will have a major effect on children's self-confidence.

In line with results study Parindiri (2017) which states that there is a jointly positive and significant relationship between parenting patterns and social interaction with the independence of Muslim children. This means that the higher and more positive the parenting style and social interaction, the higher and more positive the child's independence will be.

Indirect influence *secure attachment* through social interaction on children's independence

Is known influence directly given by X2 to Z is 0.931. whereas influence no direct *Secure Attachments* (X2) against Child Independence (Y) through Interaction Social (Z) is product of coefficient path (P_{Z2}) and (P_{YZ}) of $0.931 \times 0.880 = 0.819$ means there is connection by no direct by significant.

Attachment is very helpful in terms of children's independence, children's character and aspects of child development. With this secure attachment, it is certain that the child will grow up well.

Attachment formation must be based on the child's belief in environmental acceptance and will develop a secure attachment to his or her attachment figure. attachment) and develop a sense of trust in parents and the environment (Diana, 2010). This will have a positive influence on the development process,

children who have secure attachments will show good social competence in childhood and are more popular among their peers in preschool. These children are also better able to develop intense friendships, harmonious interactions, more responsive, and less domineering.

Meanwhile, children with secure attachment qualities are better able to handle difficult tasks, do not give up quickly, are independent, and will develop positive relationships based on *trust* in teachers and peers (Fauziah & Effendi, 2012).

In line with results study Arianda (2021) which states that there is a jointly positive and significant relationship between parents' *secure attachment and social interaction with children's independence*. This means that the higher and positive the *secure attachment* and social interaction, the higher and positive the child's independence will be. Independence in children is marked when children are able to socialize with the surrounding environment, for example, can patiently wait their turn, or when children are able to interact with other children or adults.

CONCLUSIONS AND RECOMMENDATIONS

Based on results study could concluded that: (1) Parenting pattern tend use pattern foster democratic, *secure attachment* belong to high, social interaction is classified as tall and independent child belong to height; (2) There is an effect immediately parenting style on social interaction; (3) There is an effect immediately *secure attachment* to social interaction; (4) There is an effect immediately parenting style towards independence; (5) There is an effect immediately *secure attachment* to independence; (6) There is an effect direct social interaction towards independence; (7) There is an effect no direct parenting patterns through social interaction towards independence and; (8) There is an influence no immediately *secure attachment* through social interaction towards independence

Based on results study there is some suggestions that can be delivered to a number of party including: (1) For the Banjarbaru City Education Office, it is recommended to conduct training for kindergarten teachers to increase children's independence; (2) For Principals in Kindergarten in B District of Banjarbaru North, it is recommended to routinely hold *parenting activities* at school, so that parents can understand further their roles and duties as parents who are obliged to educate and guide children to become independent individuals; (3) For Kindergarten Teachers in North Banjarbaru Subdistrict, it is recommended to increase the independence of children by knowing the factors that increase independence, focusing on the attitude of responsibility and discipline of children; (4) For other researchers, the

results of this study are expected to be a reference in conducting similar research with different variables.

BIBLIOGRAPHY

- Affrida, E. (2017). Strategi Ibu dengan Peran Ganda dalam Membentuk Kemandirian Anak Usia Pra Sekolah. *Jurnal Obsesi*, 114-130.
- Afiyah, & Alucyana. (2021). Hubungan Pola Asuh Demokratis Orang Tua dengan Kemandirian Siswa. *Jurnal Pendidikan Islam Anak Usia Dini*, 106-114.
- Aghniarrahmah, C., Fridani, L., & Suoen, A. (2022). Perkembangan Kemandirian dan Keterampilan Sosial Anak Usia 5-6 Tahun dalam Pengasuhan Dual Career Family. *Jurnal Obsesi*, 389-400.
- Agustina, A. (2017). Pengaruh Pola Asuh terhadap Kualitas Hidup Siswa Pelaku Tawuran. *Jurnal Muara Ilmu Sosial Humaniora dan Seni*, 1-10.
- Akmalia., & Rahayuningsih. (2018). Attachment (Kelekatan) Ibu dan Anak dengan Perkembangan Sosial Emosional Bayi. *Jurnal Ilmiah Mahasiswa Fakultas Keperawatan*, 21-30.
- Albaroroh, R. (2016). *Interaksi sosial dalam membentuk tingkah laku dan kemandirian anak usia dini*. Yogyakarta: Skripsi (Yogyakarta: Jurusan Ilmu Kesejahteraan Sosial, Fakultas Dakwah dan Komunikasi, UIN Sunan Kalijaga Yogyakarta).
- Ali, M., & Asrori, M. (2014). *Psikologi Remaja: Perkembangan Peserta Didik*. Jakarta: Bumi Aksara.
- Arianda, V., Salim, I. K., & Ruzain, R. B. (2021). Secure Attachment (kelekatan Aman) Ibu dan Anak dengan Perkembangan Sosial Emosional pada Anak. *Journal of islamic anf contemporary psychology*, 67-74.
- Arielle, H., Charles, W., Michael, F. R., & Donald, M. (2014). Childhood attachment. *US National library of medicine national institute of health*, 368-383.
- Beaty, J. (2015). *Observasi Perkembangan Anak Usia Dini*. Jakarta: Kencana.
- Candra, I., & Leona, K. U. (2019). Hubungan antara secure attachment dengan kemandirian pada siswa kelas XI SMA/MA Ar-Risalah Padang. *Jurnal Psyche*, 144-154.
- Desmita. (2010). *Psikologi Perkembangan Peserta Didik*. Bandung: PT. Remaja Rosdakarya.
- Diana, M. (2010). *Psikologi bermain anak usia dini*. Jakarta: Kencana.
- Djamrah, S. B. (2014). *Pola Asuh Orang Tua dan Komunikasi dalam Keluarga: Upaya Membangun Citra Membentuk Pribadi Anak*. Jakarta: PT. Rineka Cipta.
- Fadillah, N., Rasmani, U. E., & Rahmawati, A. (2021). Pengaruh Secure Attachment terhadap Kemandirian Anak. *Jurnal Pendidikan Anak*, 157-163.

- Fauziah., & Effendi, L. M. (2012). *Psikologi Dakwah*. Jakarta: Kencana.
- Hurlock, B. (2014). *Perkembangan Anak (Jilid 1)*. Jakarta: Erlangg.
- Indrijati, H. (2017). *Psikologi Perkembangan dan Pendidikan Anak Usia Dini*. Jakarta: Kencana.
- Jannah. (2012). Bentuk Pola Asuh Orang Tua dalam Menanamkan Perilaku Moral pada Anak Usia Dini. *Jurnal Pendidikan*, 1-10.
- Khotimah, K. (2015). Peran Orang Tua dalam Perilaku Sosial pada Anak Usia Dini. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 20(1), 59-78.
- Kustiah, S. (2016). Hubungan Pola Asuh Orangtua dan Kemandirian Anak. *Journal of Est*, II(3), 152-160.
- Mar'at. (2018). *Sikap Manusia Perubahan Serta Pengukurannya*. Bandung: Ghalia Indonesia.
- Marheni. (2018). Peran kualitas kelekatan anak dengan orangtua pada keterampilan sosial remaja. *Jurnal Ilmu Perilaku*, 118-130.
- Masni, H. (2018). Peran Pola Asuh Demokratis Orang Tua terhadap Pengembangan Potensi Diri dan Kreativitas Siswa. *Jurnal Ilmiah Dikdaya*, 58-74.
- Muamanah, S. (2018). Pengaruh Pola Asuh Orang Tua terhadap Perkembangan Sosial Emosional Anak Usia 4-5 Tahun. *Jurnal Psikologi Wijaya*, 19-27.
- Parinduri, H. W., Zubaidah, S., & Wijaya, C. (2017). Hubungan antara Pola Asuh Orang Tua dan Interaksi Sosial terhadap Kemandirian Anak. *Edu Riligia*, 532-547.
- Parulian, T. S., & Yulianti, A. R. (2019). Hubungan Pola asuh Orang Tua dengan Interaksi Teman Sebaya. *Jurnal Keperawatan Jiwa*, 173-178.
- Qomariah, N. (2019). Membangun Secure Attachment dengan Anak pada Ibu Bekerja. *Noura*, 90-104.
- Rachmawati, Y., & Nugraha, A. (2018). *Metode Pengembangan Sosial Emosional*. Jakarta: Universitas Terbuka.
- Rantina. (2017). Peningkatan Kemandirian Melalui Kegiatan Pembelajaran practical Life. *Jurnal Pendidikan Usia Dini*, 181-200.
- Sahrip. (2017). Pengaruh Interaksi dalam Keluarga dan Percaya Diri Anak Terhadap Kemandirian Anak. *Jurnal Golden Age Hamzanwadi University*, 33-47.
- Sanan, S., & Yamin. (2010). *Panduan Pendidikan Anak Usia Dini*. Jakarta: Gaung persada press group.
- Sulastri. (2019). *Hubungan Kelekatan Anak Perempuan Dengan Ayah Terhadap Perkembangan Sosial Emosional Anak Usia 4-6 Tahun Di Desa Pasar Pino Kec. Pino Raya Kab. Bengkulu Selatan (Doctoral dissertation, IAIN BENGKULU)*.
- Susanto, A. (2017). *Pendidikan Anak Usia Dini (Konsep dan Teori)*. Jakarta: PT. Bumi Aksara.
- Syaodih, E. (2015). *Bimbingan di Taman Kanak-Kanak*. Jakarta: Depdiknas.
- Titing, R. (2013). Pengembangan Perilaku Sosial Anak Usia Dini. *Cakrawala Dini*, 131-137.
- Upton, P. (2012). *Psikologi Perkembangan (Terjemahan dalam Bahasa Indonesia)*. Jakarta: Penerbit Erlangga.
- Walgito. (2018). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.
- Wibowo, A. (2017). *Pendidikan Karakter Usia Dini*. Yogyakarta: Pustaka Pelajar.
- Wiyani, N. A. (2015). *Bina Karakter Anak Usia Dini*. Yogyakarta: Ar-Ruzz Media.