

Parenting Style and Emotional Regulation in Children with Intellectual Disability

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ABSTRACT

Background: Children with intellectual disability have problems in dealing with emotional regulation due to lack of experience. This is important for children to control their emotions to face pressure and difficulties in their life. Parenting style will affect children's ability to manage their emotions and have a positive impact on children's well-being and children's emotional regulation abilities. The purpose of this study was to analyze the relationship between parenting style and emotional regulation of children with intellectual disability. **Methods:** The research design used a cross sectional study. The sample in this study were children with intellectual disabilities and their parents as many as 32 of 35 children who were in special schools in Surabaya Indonesia were selected by simple random sampling. Parenting style were measured using the Parenting Styles and Dimensions Questionnaire (PSDQ) and emotional regulation was measured using the Emotional Regulation Questionnaire for Children and Adolescents (ERQ-CA) with the Spearman Rho analysis test. **Results:** Most parents apply authoritative parenting (81.3%). Meanwhile, the emotion regulation strategy is balanced between using cognitive reappraisal (53.1%) and expressive suppression strategies (46.9%). The relationship between parenting style and emotion regulation is strongly correlated (p value = 0.003, r = 0.509). **Discussion:** Democratic parenting were applied by parents on children with intellectual disabilities which makes the children better in terms of emotional regulation abilities. Special attention and the role of parents in this case is the application of effective parenting. This is needed to help children regulate their emotions which will have an impact on life in the future. **Conclusion:** The relationship between parenting patterns and emotional regulation in mentally retarded children is mild. Children with mental retardation have more dominant emotional problems than the influence of their environment.

Keywords: Parenting Style; Emotional Regulation; Intellectual Disability Child

INTRODUCTION

Children with intellectual disabilities can feel various kinds of emotions but they are less able to process alternative solutions to problems which causes children to be more likely to use coping strategies that focus on emotions (Kumala & Esthi, 2013). Emotional regulation is important for children to be able to control their emotions at the time of pressure and difficulties. The ability to manage emotions is influenced by learning experiences from the environment (Wandasari, 2019). Parenting patterns have an influence on the skills of managing children's emotions, where the skills of managing emotions are the dominant factor in

influencing the success of children in the future. (Sari *et al.*, 2020). Parenting patterns can affect the formation of a child's personality after the child has become adult. Parenting behavior will have an impact on their memory which is embedded in the memory of the child, until adulthood (Ayun, 2017).

WHO describes as many as 15 percent of the world's population or 785 million people experience mental and physical disorders, one of which is mental retardation. The Central Bureau of Statistics (BPS) in 2013 showed that the prevalence of mental retardation in Indonesia is currently estimated at 1-3% of the Indonesian population, around 6.6 million people. Based on the

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main data for Special Schools throughout Indonesia in 2012, the population in Indonesia with mental retardation is 62,011 people. Most children with severe mental retardation as much as 2.8% (Rini, 2020). A preliminary study at the Purna Yuda Bhakti Special School Surabaya showed that 22 elementary school children were often emotionally unstable during the learning process at school. because parents often scold children at home, so children do not want to follow the learning process and behave aggressively. Intellectual disabilities among ten children in junior high school levels and 3 high school students often protest when their parents wait for them at school because they feel they have grown up, which results in children becoming angry and not willing to take part in the learning process in the school.

Emotions among intellectually disabled children are different. Children with severe and very severe mental retardation hardly show the urge to defend themselves in a state of thirst and hunger, when they get a painful stimulus and are unable to distance themselves from the stimulus. The emotional aspect of these children are weak, though the biological impulses are well developed but the appreciation is limited to feelings of pleasure, fear, anger and hate (Ratrie, 2016). Intellectual disabilities among children make them less able to manage their emotions, they often cry when asking for something and if their want is not fulfilled. The negative impact that arises when children are not able to regulate their emotions well. This will cause problems in their social behavior and they are prone to conflicts with other people (Astuti *et al.*, 2017). The role of parents in growing children's emotional management is very important because the main education starts from the parents (Karunia, 2019). Parents who have the ability to manage emotions well can have a positive impact on children's well-being and children's emotional regulation abilities. Parents with quality parenting can improve their children's ability to manage their emotions. Parenting style applied is a way in which parents will educate their children, including the ability to regulate emotions in their children (Haryono *et al.*, 2018).

Therapy for children with intellectual disabilities can be in the form of behavioral therapy so that the child's behavior and character can be formed and directed (Cahyani, 2016). Another therapy is a method of personal guidance with role play techniques, so that children can manage their emotions well (Karunia, 2019). Parents should understand their children better so that they can provide the best parenting

(Rahmadhanti *et al.*, 2019). The purpose of this study was to analyze the relationship between parenting style and emotion regulation in children with intellectual disabilities.

METHODOLOGY

The design in this research is analytic observational method which used a cross sectional approach. This research was conducted in June 2021. The population in this study were the mothers of intellectually disabled children at the Purna Yuda Bhakti Special School, totaling to 35 people with mild to moderate mental retardation. The sample consisted of 32 people selected by simple random sampling. The demographic data questionnaire was used to examine the demographic data of parents including the age of the parents, the occupations of the parents, the education level of the parents, the income of the parents, the age of the children, the number of children in the family, the serial number of the children in the family.

The researcher used the Parenting Styles and Dimensions Questionnaire (PSDQ) instrument. This instrument divides parenting patterns into 3 categories, namely democratic, authoritarian and permissive. This questionnaire consists of 32 questions consisting of 3 categories of parenting, namely authoritative parenting style consisting of 15 questions, authoritarian parenting has 12 questions and permissive parenting style has 5 question. This questionnaire has a score of 1-5, namely from a score of 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always. The highest score indicates the type of parenting used by the parents.

Researchers used the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) instrument (Gullone & Taffe, 2012) which has been modified so that it can be filled in by parents with intellectually disabled children. This measuring tool has 10 items which are divided into 2 sub-scales, namely cognitive reappraisal and expressive suppression to measure emotion regulation. This questionnaire consists of 10 statements originating from 2 sub-scales, namely cognitive reappraisal consisting of 6 statement items and the expressive suppression sub-scale consists of 4 statements. The scoring in this questionnaire uses a score of 1-4, namely from a score of 1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree. The higher total score is an indication of the tendency for emotional regulation to be used. If the total score of each subscale is the same, then the subject has a tendency to use the same two emotional regulation strategies and this situation is called balanced.

Ethical Approval

This research was approved by Ethical Committee of Sekolah Tinggi Ilmu Kesehatan Hang Tuah Surabaya with number PE/26/VI/2021/KEPK/SHT dated 18 June 2021 till 18 June 2022.

RESULTS

Parenting style applied by parents with intellectually disabled children at Special School in Surabaya

Table 1: Parenting Patterns of Parents with Mentally Impaired Children at Purna Yuda Bhakti Special School Surabaya on May 17, 2021

Parenting style	Frequency (f)	Percentage (%)
Authoritative	26	81.3 %
Authoritarian	3	9.4 %
Permissive	3	9.4 %
Total	32	100%

Based on table 1 it is seen that the distribution of respondents based on the type of parenting style applied by the parents among 32 intellectually disabled children showing the types of democratic parenting as many as 26 people (81.3%), authoritarian parenting as many as 3 people (9.4%) and permissive parenting as many as 3 people (9.4%).

Emotion regulation in intellectually disabled children at Purna Yuda Bhakti Special School Surabaya

Table 2: Emotional Regulation of Intellectually Disabled Children at Purna Yuda Bhakti Special School Surabaya on 17 May 2021

Emotional regulation	Frequency (f)	Percentage (%)
Cognitive appraisal	17	53.1%
Expressive Suppression	15	46.9%
Total	32	100%

Based on table 2 it is shown that the distribution of respondents based on the type of emotion regulation used among 32 intellectually disabled children, showing the types of Cognitive Reappraisal emotion regulation as many as 17 people (53.1%), and Expressive Suppression emotion regulation as many as 15 people (46.9%).

The Relationship between Parenting Patterns and Emotion Regulation in Children with Intellectual Disability at Purna Yuda Bhakti Special School Surabaya.

Table 3: Relationship between Parenting Style and Emotional Regulation of Children with Intellectual Disabilities at Special School in Surabaya on May 17, 2021

Parenting style	Emotional regulation in intelligent disabilities child		Total			
	Cognitive Reappraisal		Expressive Suppression			
	f	%	f	%	N	%
Authoritative	17	53.1	9	28.1 %	26	81.2
Authoritarian	0	0	3	9.4%	3	9.4
Permissive	0	0	3	9.4%	3	9.4
Total	17	53.1	15	46.9 %	32	100

Spearman Rho Test Value 0.003 (p<0.05), r = 0.509

The results of the Spearman Rho statistical test showed that the value of value = 0.003 and r = 0.509. Therefore, the parenting style have mild relationship with the emotional regulation in intellectually disabled children.

DISCUSSION

1. Parenting style in parent of children with intellectual disabilities.

Table 1 shows that most parents apply democratic parenting on their children as many as 26 people (81.3%). This is indicated by the answer from the questionnaire with the highest score, namely question number 3, "Parents first consider the child's wishes before asking him to do something" based on research data from 32 respondents who chose the answer "always" as many as 20 people (62.5%), 9 people

(28.1%) answered "often" and 3 people answered "sometimes" (9.3%). Parents who apply democratic parenting are usually warm, can accept the reasons for all actions taken by children, Parents involve children's participation in decision making, especially those concerning children's lives. According to the researcher's analysis, children who are educated with democratic parenting will encourage their children to be confident, responsible and have an open attitude between parents and children (Sari *et al.*, 2020).

Meanwhile, based on the results of the questionnaire from question number 14, namely "Parents praise their children when they do good things". Based on research data from 32 respondents who chose the answer "always" as many as 15 people (46.8%), the answer "often" as many as 6 people (18.75%), the answer "sometimes" as many as 8 people (25%), the answer is rarely 3 people (9.37%). Reward is very important in the teaching and learning process with rewards or praise, children are more motivated to obey the rules that have been made because children feel appreciated for their positive behavior (Verawaty & Izzati, 2020). A high level of education among parents means that parents will have better knowledge of parenting. In addition, these parents have an openness to accept new things and new ideas that will be useful for their family life (Dasmo *et al.*, 2011).

Table 1 shows that parents of children with intellectual disabilities apply authoritarian parenting as many as 3 people (9.4%). Based on the results of the research on question number 30, namely "Parents scold or criticize children when their behavior is not in accordance with what parents expect". From a total of 32 respondents who chose the answer "always" there were 5 people (15.62%), the answer "often" 6 people (18.75%), the answer "sometimes" 8 people (25%) and the answer rarely 13 (40,62 %). Authoritarian parenting is a restrictive and punitive parenting style, in which parents pressure or force children to obey the rules. Parents tend not to give children the opportunity to argue with parents (Duri & Yati, 2018). Parents who apply this authoritarian parenting pattern can cause loss of freedom in children and they take less initiative and become inactive, so that children become insecure, especially in new environments or other social conditions. This type of authoritarian parenting makes children unaccustomed in making decisions and the children will be afraid to express their opinions.

From the results of table 1 it seen that the parents of children with intellectual disabilities apply permissive parenting as many as 3 people (9.4%). Based on the results of the research on question number 8, namely "Parents find it difficult to discipline their children" based on research data from 32 respondents who answered "always" as many as 12 people (37.5%), who answered "often" as many as 4 people (12.5%). %, who answered "sometimes" as many as 10 people (31.25%), who answered "rarely" as many as 6 people (18.75%). This type of permissive parenting generally does not have the slightest explanation of demands and discipline. Children are left to regulate their own behavior and make their own decisions (Haryono *et al.*, 2018). The application of permissive parenting by parents is also influenced by the child's condition. Parents are aware and understand the condition of children who have been born with limited abilities that cannot be forced, so parents tend to obey their children's wishes (Rahmadhanti *et al.*, 2019). Parents usually give leeway in supervising children. This can have an impact on the behavior of children who tend to be selfish and lack self-control.

Parents with democratic parenting will give their children little freedom to choose the best for themselves, their opinions will be heard, and they will be involved in discussions about the child's own problems. Children are given the opportunity to develop their internal control so that children learn to being responsible for themselves (Ayun, 2017). In the process of guiding and educating children in their daily lives, parents need to sort out the types of parenting styles that will be applied to their children. Especially in children with intellectual disabilities because improper parenting will make the condition of these children worse and will affect their psychological development of children.

2. Emotional regulation in children with intellectual disabilities

Based on Table 2, that children with intellectual disabilities use cognitive reappraisal emotional regulation as many as 17 people (53.1%) and expressive suppression of emotional regulation among 15 people (46.9%). This is indicated by the answers from the questionnaire to question number 10, namely "Your child keeps the feelings he feels for himself" based on research data from 32 respondents who chose the answer to agree as many as 9 people (28.12%), disagree

as many as 8 people (25%), and strongly disagree as much as 15 (46.87%). A person's ability to regulate emotions is different, the strategies used are also different depending on each individual (Wulandari & Hidayah (2018). The emotional regulation skills can be learned and practiced. Cognitive reappraisal can change all emotional and subsequent trajectories efficiently. In the process of using cognitive reappraisal emotion regulation strategies, individuals try to reduce negative emotions and unwanted emotions by changing their point of view (Saepudin, 2019). The children with intellectual disabilities who use cognitive reappraisal emotion regulation strategies will have a positive impact on other children. With age, emotional reactions expressed in words also increase, while reactions to muscle movements begin to decrease (Juraida *et al.*, 2016). The age affects the ability of children's emotional regulation. Children who are able to manage feelings will be able to develop a positive self-image later and become a confident person.

Table 2 shows that there are 15 children with intellectual disabilities who use expressive suppression emotion regulation (46.9%). This is indicated by the answer from the questionnaire, in question number 9, namely "Your child controls their feelings by not expressing it" based on research data from 32 respondents who answered agree as many as 7 people (21.87%), who answered disagreed as many as 20 people (62.5 %), and 5 people who answered strongly disagree (15.62 %). Expressive suppression is an emotion regulation strategy that refers to an individual's attempts to inhibit his or her emotional experience (try not to feel the emotion) and hide the feeling or emotion that is felt. Expressive suppression is basically an activity to modify behavior, from the tendency to respond to emotions without reducing the experience of negative emotions that are felt. This requires a great effort to regulate the tendency of emotional responses that arise simultaneously and continuously. This repeated effort will drain resources that could otherwise be used to optimize performance in a social context that includes a wide range of emotions (Rani & Subekti, 2013).

The cognitive reappraisal strategy has long-term implications for affective responding, social functioning, and well-being. This strategy has implications for decreasing the expression (behavioral) and internal experience (subjective sign) of negative

emotions, accompanied by stability in memory (verbal) ability and responsiveness in doing social interactions (Hidayat, 2016). High cognitive reappraisal can form an adaptive perception of the situation before causing emotions in a person, while expressive suppression can help inhibit emotional impulses so as not to interfere with social relationships (Rani & Subekti, 2013). The ability to regulate emotions in children with intellectual disabilities needs the role of parents to teach children how to control emotions well in order to adapt to their environment.

3. Relationship parenting style and emotional regulation

Table 3 shows the results of the Spearman Rho test = 0.003, which means that there is a significant relationship between parenting patterns and emotional regulation of children with intellectual disabilities at Purna Yuda Bhakti Special School Surabaya. In addition, the results of the correlation coefficient value of 0.509 which means that it shows a fairly strong correlation with the direction of a positive or unidirectional relationship between parenting patterns and emotional regulation of children with intellectual disabilities.

Based on the results, it was found that among 32 respondents, more of their parents applied democratic parenting but children still used expressive suppression emotion regulation as many as 9 people (34.6 %). Parents have their own way of raising their children, each way of parenting will have an impact on the process of social emotional development of children (Suteja, 2017). Democratic parenting gives children the freedom to express their opinions, do what they want without crossing the boundaries or rules set by their parents and remain under parental control (Adprijadi & Sudarto, 2020). Due to limited intellectual abilities these children find it difficult to manage their emotions that are not yet mature. In such cases even though the parents apply democratic parenting, some children are still unable to manage their emotions well. Therefore, in this study children with democratic parenting styles still uses expressive suppression emotion regulation.

There are respondents who say that their children tend to be silent, so parents do not understand what their children are feeling. This can be proven from the results of research showing that there are 15 children with mental retardation who use expressive suppression

emotion regulation (46.9%). Of the total 15 people whose parents apply permissive parenting (as many as 3 people) and authoritarian parenting (as many as 3 people). The emotional development of children from permissive parenting is the same as children who are treated by their parents with authoritarian parenting. This can be seen from its impact on children's development, especially children's emotional development (Handayani, 2015).

Parents who apply authoritarian parenting will treat their children very strictly while parents who apply permissive parenting pamper their children too much, so that both these parenting styles make it difficult for children to build relationships with other people. This causes children with intellectual disabilities to be silent due to fear that if they have an opinion or express their desire, their parents will rebuke them. Likewise, children who are educated with permissive parenting are given full freedom so that children are free to do whatever they want. So, children with intellectual disabilities will at will do the things they want with minimal control from parents. In this study, parents with intellectually disabled children with permissive parenting try to understand the limitations of their

children so that they guide children according to their abilities. But with minimal control from parents, they are left free without the control of their parents.

CONCLUSION

Parenting style have mild relationship with emotional regulation in children with intelligence disabilities. Parenting style plays a role among parents in coping with emotional disorders in intellectually disabled children. The relationship between parenting style and emotional regulation is mild, this is probably due to factor that emotional disorders in mentally retarded children leads to conditions that are due to genetic factors rather than environmental influences and parenting patterns.

Conflict of Interest

The authors declare they have no competing interests.

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