



Effectiveness of Family-Based Health Education in Improving Early Childhood Development Stimulation Practices at PAUD Kasih Bunda Surabaya

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Abstract

The digital age has transformed parenting patterns, including the increased use of digital devices among young children, which can reduce interaction and developmental stimulation. Families play a crucial role in providing age-appropriate developmental stimulation. Family-based health education is one strategy to enhance parents' ability to provide developmental stimulation for young children. This study aims to analyze the effectiveness of family-based health education on early childhood developmental stimulation practices in the digital age. This study employed a pre-experimental design with a one-group pretest-posttest approach. The sample consisted of 48 parents of young children at the Kasih Bunda Early Childhood Education Center (PAUD) Surabaya, selected using total sampling. The intervention was delivered through health education on early childhood development stimulation and parenting in the digital age. Data were collected using questionnaires on development stimulation practices before and after the intervention. Data analysis was performed using the Wilcoxon Signed Rank Test with a significance level of $p < 0.05$. The results of the study indicate an increase in developmental stimulation practices following health education, with the proportion of good practices increasing from 29.2% to 83.3%. Statistical analysis revealed a p -value of 0.001 (< 0.05). These results indicate that family-based health education can improve parents' capacity to provide developmental stimulation that is considered age-appropriate and promote adaptive parenting techniques in the digital age. Optimal child development outcomes may be supported by integrating family-centered educational programs into early childhood education and community environments.

INTRODUCTION

Early childhood is an essential developmental period that provides foundations for future learning, health, and mental well-being. Children's cognitive systems expand and develop significantly during this stage, making them highly susceptible to caregiving methods and environmental impacts. Research indicates that mental, linguistic, motor, and socioemotional development are greatly aided by responsive parenting and developmentally appropriate stimulation in early childhood (Jeong et al., 2021).

The period of early childhood is a developmental stage often referred to as the 'golden age' because children experience rapid growth and development across motor, language, cognitive, social and emotional domains. During this period, children require optimal stimulation to support the achievement of age-appropriate developmental milestones. Developmental stimulation refers to continuous stimulation provided through play, communication, social interaction and learning activities suitable for the child's age. A lack of stimulation could lead to developmental delays that affect children's future learning abilities and behaviour. Therefore, families play a crucial role in providing optimal developmental stimulation from an early age. Supporting children's cognitive, linguistic, motor, and

socioemotional development involves responsive parenting practices, family engagement, and developmentally appropriate interactions from parents (Britto et al., 2017).

Recent advancements in digital technology have significantly influenced parenting practices and children's daily activities. The use of digital devices among children has increased considerably over the past few years. Data from the Central Statistics Agency showed that many Indonesian children are exposed to digital devices and internet access before the age of six (Badan Pusat Statistik, 2022). The increasing accessibility of digital devices has led children to spend more time using them for entertainment and play activities. This situation indicates that the use of digital devices has become part of children's daily routines in the digital age.

The increasing use of devices among young children is influenced by easy access to technology and changes in parenting styles. Devices are frequently used to entertain children whilst parents are working or carrying out other activities. On the other hand, excessive use of digital devices can restrict opportunities for social interaction, direct interaction, and physical activity. In accordance with recent research, young children who spent excessive time on screens have lower social skills, reduced parent-child interaction, and fewer chances to engage in activities that promote their growth. Children who use electronic devices more frequently are less likely to engage in interactive play and direct interactions with others, both of which are essential to a child's optimal social and emotional growth (Komanchuk et al., 2023). Furthermore, (Mayenti & Sunita, 2018) reported that extended device use may contribute to speech delays, reduced concentration, and decreased physical activity among young children.

A systematic review conducted by (Madigan et al., 2019) found that excessive screen time in early childhood was associated with delayed developmental achievement, particularly in communication and problem-solving skills. Children who spend more time using digital devices tend to have fewer opportunities for direct interaction and educational play activities, both of which are essential for optimal child development. Another study by (Setyarini et al., 2023) also showed that high screen time in early childhood is associated with increased risks of temper tantrums and social-emotional developmental problems. These findings indicate that device use among children requires proper supervision and guidance from parents.

Families were the first and most significant environment that fosters children's development. Being the child's primary carers, parents are in control of giving them developmental stimulation that is appropriate for their stage of development. However, several preschoolers were exposed to digital devices for over an hour a day, according to preliminary observations made at PAUD Kasih Bunda Surabaya. Digital gadgets were frequently employed to entertain kids while they studied or took care of home chores, according to parents. Furthermore, a number of parents indicated a lack of knowledge about age-appropriate developmental stimulation and a tendency to prioritize academic success over language, motor, and socioemotional stimulation. These results show an inconsistency between actual behaviors used at home and the suggested role of parents in providing developmental stimulation. Therefore, in order to promote the optimal development of children in the digital age, parents' knowledge and abilities must be reinforced through family-based health education.

Informal discussions with teachers at PAUD Kasih Bunda Surabaya confirmed these preliminary findings. It reported that a majority of children had limited participation in interactive play activities, had shorter attention spans during learning activities, and preferred using digital devices during leisure time. Teachers observed that some parents relied on electronic devices to keep children active at home, leading to less opportunities for personal interaction between parents and children and activities that stimulate developmental processes. These conditions point to the requirement of therapies intended to enhance parents' capacity to provide appropriate developmental stimulation in the digital era. These results represent the need for interventions aimed at improving parents' knowledge and abilities in providing

adequate developmental stimulation because they demonstrate a gap between suggested and actual parenting behaviours (Jeong et al., 2021).

According to recent research, parental involvement in their children's use of digital media is important for encouraging learning and growth. According to a comprehensive review and meta-analysis by (Taylor et al., 2024) children between the ages of 0 and 6 who co-used digital media with their adults had improved outcomes for learning. For the purpose to encourage the best possible cognitive and psychosocial development, these findings emphasize the importance of responsive parent-child interaction and parental guidance during children's use of digital media.

Developmental stimulation for young children can be implemented through simple daily activities such as talking with children, reading storybooks, singing, drawing, educational games, and practising gross and fine motor skills. However, many parents still rely on devices rather than engaging directly in developmental stimulation activities with their children. Research by (Zaini & Soenarto, 2019) found that many parents perceive devices as practical educational and entertainment tools for children, making device use more difficult to control. In fact, direct interaction between parents and children is essential for supporting language, emotional, and social development.

Health education, one of the health promotion strategies, can improve parents' knowledge and skills in supporting their children's growth and development. Family-based health education involves families as the primary target of the intervention, enabling them to participate actively in providing developmental stimulation for their children. Through health education, parents can gain a better understanding of the importance of developmental stimulation, limiting screen time, and practising responsive parenting in the digital age. A global systematic review conducted by PLOS Medicine's (Jeong et al., 2021) reported that parenting interventions significantly improved parenting practices, parent-child interaction and early childhood developmental outcomes, particularly in cognitive, language, motor and socio-emotional development.

Despite the fact that families are acknowledged as the most important setting for fostering early childhood development, many parents continue to find it difficult to offer continuous, appropriate developmental stimulation. In the digital era, many parents increasingly rely on digital devices as learning and entertainment tools for their children. Although these devices may provide educational content, excessive dependence on them often replaces direct parent-child interaction, educational play, and other forms of developmental stimulation. As a result, children receive fewer opportunities to engage in responsive communication and interactive experiences that are essential for optimal development (Zaini & Soenarto, 2019 ; Komanchuk et al., 2023). Furthermore, parents occasionally do not have the practical skills and understanding needed to integrate developmental stimulation activities into everyday family routines. Because of this situation, there is a difference between actual stimulation methods used at home and the proposed role of families in promoting child growth and development. As the result, it is now essential to improve parental competence through family-based health education. Parenting methods, parent-child interaction, and child developmental outcomes can all be improved by parenting and family-centered interventions, according to previous research (Jeong et al., 2021). In the context of increasing digital device use, few studies have aimed at family-based health education as an approach to improve developmental stimulation practices among parents of preschool. For the purpose to assess how effectively family-based health education promotes developmental stimulation behaviours among families with young children, more research is required.

A review conducted by (Barlow & Coren, 2017) showed that parenting programmes effectively improved parental involvement, parenting skills and positive parenting behaviours, which contributed to improved developmental support for children. Family-based educational

interventions also enhanced parents' confidence and ability to provide children with appropriate stimulation and responsive care.

Preliminary observations conducted at PAUD Kasih Bunda in Surabaya indicated that most children used electronic devices for more than one hour a day. Parents said that these devices were often used to entertain children and keep them calm whilst at home. Furthermore, some parents still lacked understanding of age-appropriate developmental stimulation and had a tendency to focus more on academic achievement than on language, motor and social stimulation. Similar results were reported by (Dong Y, Mo X, Hu Y, 2020) who wrote in *Frontiers in Psychiatry*, that excessive digital media exposure among young children reduced parental-child interaction and limited opportunities for developmental stimulation and social engagement. The study also pointed out that insufficient parental supervision of gadget use may have a negative effect on children's emotional and behavioural development. These findings show that there is a need for family-based health education programmes to improve parents' practices regarding developmental stimulation.

Family-based health education is expected to enhance parents' knowledge and skills in providing appropriate developmental stimulation for children in the digital age. Greater family involvement in developmental stimulation is expected to support optimal child growth and development, despite the rapid advancement of digital technology. Therefore, this study aims to analyse the effectiveness of family-based health education on early childhood developmental stimulation practices in the digital age at PAUD Kasih Bunda in Surabaya.

RESEARCH METHODS

This study used a pre-experimental one-group pretest-posttest design to determine the effectiveness of family-based health education on early childhood developmental stimulation practices before and after the intervention. The study was conducted at PAUD Kasih Bunda Surabaya in January 2026 after obtaining research permission from the institution through Letter No. 421.9/PKB/I/2026, dated January 5, 2026. The independent variable was family-based health education, while the dependent variable was parents' early childhood developmental stimulation practices. Family-based health education was defined as an educational intervention provided to parents regarding age-appropriate developmental stimulation based on children's developmental stages in the digital age.

The population in this study consisted of all parents of young children at the PAUD Kasih Bunda Surabaya. The sampling technique used was total sampling, meaning that the entire population meeting the inclusion criteria was included as study respondents. The sample size for this study was 48 respondents. The inclusion criteria for this study were parents with children aged 3–6 years who were willing to participate as respondents and who attended the entire health education programme. The exclusion criteria were respondents who did not fully participate in the health education activities or did not complete the questionnaire in full.

Data were collected using a questionnaire on early childhood developmental stimulation practices. The questionnaire was developed by the researchers based on indicators of developmental stimulation recommended in early childhood development and parenting literature. The instrument consisted of five domains: (1) gross motor stimulation, including activities such as running, jumping, and physical play; (2) fine motor stimulation, including drawing, coloring, and object manipulation activities; (3) language stimulation, including storytelling, reading books, and verbal communication; (4) social-emotional stimulation, including interactive play, emotional support, and social interaction; and (5) parent-child communication and interaction, including responsiveness, shared activities, and daily communication. Each item was measured using a four-point Likert scale consisting of always (4), often (3), sometimes (2), and never (1). The total score was calculated by summing all item scores. Higher scores indicated better developmental stimulation practices. Scores were

subsequently categorized into good, fair, and poor developmental stimulation practices based on predetermined cut-off points. The questionnaire used in this study was a researcher-developed instrument adapted from concepts of developmental stimulation and responsive parenting described by (Britto et al., 2017) and (Jeong et al., 2021). Prior to data collection, content validity was evaluated by three experts in pediatric nursing and child development. Reliability testing conducted among parents with characteristics similar to the study population showed a Cronbach's Alpha coefficient of 0.87, indicating good internal consistency.

The intervention in this study consisted of family-based health education delivered through lectures, discussions, demonstrations, and educational leaflets. The health education materials covered the importance of early childhood development stimulation; age-appropriate gross and fine motor skills stimulation; language and communication stimulation; social and emotional stimulation; educational play activities with children; healthy gadget use; and limiting screen time for young children in the digital age.

Data collection was conducted twice: before the intervention (pretest) and after the intervention (posttest). Data analysis was performed using statistical software. Univariate analysis was used to describe the characteristics of the respondents and early childhood development stimulation practices. Bivariate analysis used the Wilcoxon Signed Rank Test to determine differences in development stimulation practices before and after health education was provided, with a significance level of $p < 0.05$. Research results were considered significant if the p -value was < 0.05 .

RESULT

The following presents general data on the demographic data characteristics of 48 respondents.

Table 1. Characteristics of Respondents at The PAUD Kasih Bunda Surabaya in January 2026

Variables	Frequency (n)	Percentage (%)
Age of Parents		
20–30 years	18	37.5%
31–40 years	24	50%
41–50 years	6	12.5%
Education Level		
Junior High School	8	16.7%
Senior High School	25	52.1%
Higher Education	15	31.2%
Occupation		
Housewife	22	45.8%
Private Employee	16	33.3%
Entrepreneur	10	20.9%

Table 1 shows that the majority of respondents were aged 31–40 (24 respondents, or 50%), had completed secondary education (25 respondents, or 52.1%), and were housewives (22 respondents, or 45.8%).

Tables 2 and 3 show that before receiving family-based health education, the majority of respondents engaged in developmental stimulation practices classified as 'adequate', totalling 22 respondents (45.8%). Following the intervention, the vast majority of respondents

showed an improvement in their developmental stimulation practices, with 40 respondents (83.3%) now classified as ‘good’.

Table 2. Developmental Stimulation Practices Before Family-Based Health Education Intervention

Category	Frequency (n)	Percentage (%)
Good	14	29.2%
Fair	22	45.8%
Poor	12	25%

Table 3. Developmental Stimulation Practices After Family-Based Health Education Intervention

Category	Frequency (n)	Percentage (%)
Good	40	83.3%
Fair	8	16.7%
Poor	0	0%

Table 4. Results of Wilcoxon Signed Rank Test

Variable	Statistical Test	p-value	Interpretation
Developmental stimulation practices (Pretest–Posttest)	Wilcoxon Signed Rank Test	0.001	Significant

Tables 4 show the results of the Wilcoxon Signed Rank Test showed a p-value of 0.001 (<0.05), which means that family-based health education is effective in improving early childhood development stimulation practices among parents at the PAUD Kasih Bunda Surabaya.

DISCUSSION

Based on Table 1, 50% of respondents were among the ages of 31 and 40. In general, this age range is more mature emotionally and well-suited for parenting responsibilities. Considering parents are more likely to understand and apply health information related to developmental stimulation, these characteristics may have contributed to the intervention's effectiveness. This result is in line with the results of (Frosch et al., 2019), who concluded that responsive parenting improves children's cognitive and socioemotional development. In the same way, (Komanchuk et al., 2023) emphasised that responsive engagement and parental involvement are essential protective factors for healthy child development in the digital age.

The majority of respondents had completed secondary education (52.1%). Educational level may have contributed to the effectiveness of the intervention, as individuals with higher educational attainment are generally more capable of understanding health information and applying it in daily parenting practices. Parents with adequate educational backgrounds tend to be more receptive to information regarding child developmental stimulation, responsive

parenting, and healthy digital media use. This finding is consistent with (Domoff et al., 2019) who reported that parents with higher educational levels have better awareness of children's developmental needs and healthier digital media practices. Therefore, the educational background of respondents may have supported the successful implementation of family-based health education in this study.

Housewives contributed to the majority of responders (45.8%), indicating that most parents had relatively more opportunity to spend time with their children at home. Considering parents who are more involved in regular childcare activities are usually better positioned to implement developmental stimulation methods learned during educational sessions, this characteristic may have contributed to the effectiveness of the family-based health education intervention. For children's cognitive, linguistic, social, and emotional development, frequent parent-child interaction offers opportunities for play, dialogue, emotional support, and educational opportunities.

Two crucial components of nurturing care that encourage the best potential early childhood development are responsive parenting and active parental involvement by (Britto et al., 2017). Additionally, kids who receive frequent stimulation and engagement at home show better developmental results, especially in communication and socio-emotional domains (McCoy et al., 2016). Additionally, (Madigan et al., 2019) found that improved developmental outcomes for young children were related to reduced screen time and greater parent-child engagement. In addition, a global systematic review by (Jeong et al., 2021) showed that parenting interventions are more effective when parents actively participate in childcare and have the opportunity to integrate developmental stimulation activities into their daily lives.

Table 2 shows that, prior to receiving family-based health education, the majority of respondents engaged in early childhood development stimulation practices that fell into the 'adequate' category. These results indicate that early childhood development stimulation practices prior to the intervention were not yet optimal. This situation may be influenced by parents' lack of knowledge regarding age-appropriate forms of developmental stimulation, as well as the increasing use of gadgets among young children. (Pebriana, 2017) research explains that excessive use of gadgets can reduce social interaction between parents and children, thereby making children's developmental stimulation less than optimal. Children become more passive and receive less direct linguistic and social stimulation.

Parents' perceptions of digital devices as beneficial instruments for children's entertainment and education may also have an impact on the lack of developmental stimulation activities. Excessive use of digital media can restrict parent-child interaction, educational play, and physical engagement. In actuality, responsive conversations, storytelling, educational games, and family-involved motor activities are more effective ways to stimulate early childhood development. Excessive screen use during early childhood was linked to worse developmental outcomes, especially in language and attention competence, as reported by (Tamana et al., 2019).

Additionally, (Taylor et al., 2024) observed that children's learning and developmental results were improved if active parental involvement and interaction accompanied digital media use. According to this research, an essential component in promoting children's growth is the level of interaction between parents and children during media use. In line with these results, (McArthur BA et al., 2022) found that preschoolers who used screens more frequently had lower social and communication development scores, especially when screen use took the place of direct contact with their parents. These findings suggest that excessive gadget use, especially when it reduces opportunities for responsive parent-child interaction, may negatively affect developmental stimulation practices among young children.

Furthermore, the low level of developmental stimulation practices prior to intervention suggests that parents still do not fully understand the importance of comprehensive

developmental stimulation. Most parents focus more on their children's academic abilities than on motor, social, and language stimulation. Research by (Mayenti & Sunita, 2018) explains that excessive use of gadgets without parental supervision can lead to speech delays, concentration difficulties, and reduced physical activity in young children. These conditions highlight the importance of educating families about developmental stimulation and responsive parenting in the digital age.

Table 3 shows that most respondents showed good developmental stimulation practices after family-based health education. A statistically significant improvement after the intervention was confirmed by the Wilcoxon Signed Rank Test ($p = 0.001$), suggesting that family-based health education effectively enhanced parents' developmental stimulation behaviours. Increased parental knowledge and awareness about age-appropriate developmental stimulation, responsive parenting, instructive play, effective communication, and responsible use of digital media may be important for this improvement. In addition to acquiring knowledge, parents were able to acquire useful skills that they could use in their daily interactions with their children through the combination of talks, discussions, demonstrations, and educational booklets. (Virginia et al., 2019) reported that educational interventions focused on parents significantly improved parenting practices, interaction between parents and children, and children's psychological outcomes by improving parents' responsiveness and their caregiving skills.

These results accord with a study by (Potharst et al., 2019) who found that parenting interventions enhanced parent-child interactions, parenting behaviour, and responsiveness. In the same way, (Virginia et al., 2019) discovered that parent-focused educational programs enhanced developmental support practices, communication skills, and parental competence. The present research also indicates that family-based education might be particularly crucial in the digital era, when parents need help establishing a balance among direct developmental activities and the use of digital tools. The majority of the respondents were middle-aged parents with secondary education who actively participated in childcare, which may have contributed to the intervention's effectiveness. These traits might have made it easier for participants to comprehend and apply the program's instructional messages. Consistent with (Britto et al., 2017) and (Jeong et al., 2021), family involvement and responsive caregiving remain essential factors in promoting optimal child development. Consequently, family-based health education can be regarded as a successful community nursing approach to enhance developmental stimulation practices and boost parental competence in families with young children. These outcomes align with earlier research indicating that family driven educational programs can enhance parenting methods, the interaction between parents and children, and developmental assistance for young children (Jeong et al., 2021).

CONCLUSION

Family-based health education was effective in improving early childhood developmental stimulation practices among parents at PAUD Kasih Bunda Surabaya, as indicated by a p-value of 0.001 (<0.05). After the intervention, most respondents demonstrated good developmental stimulation practices. Family-based health education can be applied as a community nursing intervention to support optimal child development in the digital era.

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