


Cognitive Development of Elementary School Children Based on Parenting Patterns

Adita yanto¹, Pritasari Cintya²

Faculty of Education, Universitas Negeri Manado

Article Info	ABSTRAK
Keywords: Child, Parent, Cognitive development, Parenting, Elementary school	The purpose of this study is to observe how the way parents educate their children affects the development of children's minds at the elementary school level, specifically in the ability to think critically, solve problems, and create. The research used a descriptive qualitative approach, with information drawn from relevant literature sources, and presented the data as it is without alteration. The findings of this study show that the parenting style applied by parents is very important in shaping children's cognitive abilities, including critical thinking, problem solving and logic skills. Parental involvement, positive communication, a favorable learning environment, and education provided by parents are instrumental in children's cognitive development. Parenting models have a major influence on children's cognitive development, and demonstrate the importance of choosing parenting methods that support children's independence, responsibility and critical thinking skills so that they can reach their full potential. To conclude, good parenting approaches and positive family interactions have a significant impact on children's cognitive development, which has a direct impact on their ability to learn.
This is an open access article under the CC BY-NC license 	Corresponding Author: Adita yanto Universitas Negeri Manado adita22@gmail.com

INTRODUCTION

Cognitive development in children is crucial as it encompasses many aspects such as critical thinking, problem solving, language skills, and the ability to recall information. These skills allow children to actively understand, analyze, and adapt to their environment. With age and experience, children can improve their ability to store and process information, which ultimately supports success in learning, communicating, and making decisions. Research by Marinda (2020) states that Jean Piaget, a biologist, links cognitive development with the stages of physical maturity. The cognitive development process is divided into several phases: infant to toddler stage (0-2 years), symbolic thinking phase (2-7 years), basic reasoning period (7-11 years), and abstract thinking stage (11-15 years). In the early stages of development, young children gather information through active exploration and interaction with their environment, which then builds the basis of their understanding. Research by Amalia et al. (2024) shows that the concrete operational phase is part of children's cognitive development at the primary level. This phase consists of three elements: symbolic thinking, which is the ability to think about objects and events, even if they are not in front of them. Egocentric thinking, which is the way they judge what is right or wrong based on their personal point of view. This makes it difficult for children to consider other people's views. Intuitive thinking is the ability to create, such as drawing or making shapes like cubes, even if they don't fully understand why.

Primary school is an important stage in the development of children's thinking that affects their intelligence in the future. Between the ages of 6-12, children begin to learn to reason, understand difficult concepts and develop thinking skills. This development is greatly influenced by the family environment, especially the way parents educate. Every family has a different parenting style, depending on the parents' educational background, economic conditions, culture and life experiences. These differences can affect how children's thinking skills develop. Nowadays, the challenges in educating children are getting bigger due to the pressure and competition in the world of education. Therefore, parents need to create an environment that supports their children's development without stressing them out. This highlights the importance of understanding the relationship between parenting and the development of thinking skills.

Cognitive development is very important as it helps children think, solve problems and interact with their environment. When children are in elementary school, their cognitive abilities develop rapidly. During this time, the way parents educate their children greatly influences this development. This development involves how children receive, process and understand information. Cognitive development highlights include intelligence, problem-solving and logical thinking. Thinking is an important part of a child's overall development. With good cognitive development, children can become intelligent in various fields (Astuti et al., 2016). Another study by Hasibuan et al. (2024) also showed that children's cognitive development is very important for learning, thinking, and solving problems. Significant cognitive development in primary school-aged children, between 6 and 12 years old, includes improvements in problem-solving, expanding vocabulary, and improving abstract thinking skills. Children's thinking, which includes how they process information, understand meaning and solve problems, is key to learning, adapting and building relationships with the environment. Developments in children's thinking are a very important aspect of the study of human development. As children grow older, their comprehension and reasoning abilities develop clearly, which will form the basis of their future skills.

Children's cognitive development is affected by their brain abilities, and this is closely related to their level of intelligence. Cognitive function allows a person to analyze complex information, make critical judgments, store various knowledge, and perform complex intellectual processes (Kadrianti et al., 2018). Child development includes various dimensions, such as thinking (cognitive) abilities, physical conditions, emotions, social interactions, moral values, and interests and talents. Each of these aspects is interrelated and needs to be developed in a balanced manner. An imbalance in one aspect can affect the development of other aspects. For example, children with limited cognitive function, such as those with mental retardation, tend to experience barriers in speaking, difficulty managing emotions, and challenges in establishing social relationships. In contrast, children who have normal brain function generally show good cognitive development, are able to think logically, solve problems, and easily adjust to the social environment. Child development can be analogized to a mosaic, where each piece represents one aspect of development that complements each other to form a whole picture. Or like a tree: strong roots represent physical health, the trunk reflects thinking skills, leaves represent emotions, branches represent social skills, fruits represent morals, and flowers represent a child's interests and potential. If one part is compromised, then the balance of the whole will be affected. Keep in mind that each child develops in different ways and at different times. By providing the right stimuli and creating a supportive environment, children will have the opportunity to develop optimally in all aspects of their lives.

The development of an individual's thinking ability can be influenced by two main factors: genetics and environment. In this case, the family environment and educational

experiences play a major role in improving one's way of thinking (Ashari et al., 2017). The family is the smallest unit in society, which can consist of a married couple, father and child, or mother and child. In the family, parents act as the main educators who have great responsibility for the physical and mental development of children. They become the main foundation in shaping children's character from an early age. Parents' awareness of the importance of maintaining children's health from the womb to the age of five is very important. This period is known as the golden phase, where the growth of the child's brain and body occurs very quickly. Therefore, families have a vital role in creating an environment that supports optimal child development. Whether in a nuclear family or a single family, children first learn about the world from their family environment. Parents become role models and mentors who must provide adequate nutrition, hygiene, proper stimulation, as well as love and security at home. With such support, the child will grow into a healthy, intelligent and future-ready individual.

The role of parents in the family is vital as children, especially those at primary school age, will spend more time at home, generally with their mothers. Moreover, parents play a major role in shaping children's personality, skills and character (Avisha et al., 2024). In the child's growth phase, parents need to provide appropriate support and care so that the development of nerve cell networks that are important for the child's cognitive abilities is not impaired. Cognitive development takes place in the center of the nervous system when individuals think (Siregar et al., 2023). Thinking ability increases in line with physical development and the growth of nerve cells in the brain. Children's inability to distinguish colors and confusion with letters are examples of a lack of good cognitive development.

Research by Sholihah and her colleagues (2022) shows that the development of a child's personality is influenced by various aspects of the family, where the way parents educate their children is very important for their growth. The family is the first social environment a child encounters, and how parents educate their children will determine how their personality and potential develop. Families create distinctive parenting patterns, which influence how parents guide, educate and impact their children's development (Rosyani et al., 2022). The parenting methods applied by parents reflect their responsibility towards their children (Merry, 2022). Rawi et al. (2023) revealed that the way parents raise their children has a major impact on their development, including their interactions. In this phase, parents introduce reasonable boundaries while still respecting the child's personal space. For example, when a child wants to enter their room, parents should knock on the door and ask permission. However, at the same time, parents should be firm. With this approach, children will feel safe and comfortable with their parents. Parenting types vary and can be defined as the rules that parents make to protect, guide and inform their children about the information they know. Proper parenting helps children develop concrete, rational and objective thinking skills. This allows them to better understand situations and solve problems in a more logical and structured way. However, the negative effect of this parenting is that children at the elementary level often struggle to understand lessons and tend to be slow in grasping concepts.

Approaches to parenting have important variations that can affect the nature and character of children in future generations. There are three main approaches used to guide children: the authoritarian model that applies strict control, the permissive approach that gives a lot of freedom, and the democratic model that prioritizes discussion and respects children's opinions. Parents need to analyze the characteristics of each child in detail to determine the most appropriate coaching method for their needs and potential (Sholihah et al., 2022). The selection of the right parenting style by parents is instrumental in helping children learn to socialize and grow into responsible individuals who care about others. Parenting is not only about shaping children's behavior, but also instilling values that will

guide their lives in the future. Good parenting is a long-term investment in building children's character. By creating a warm and safe home environment, parents give children the opportunity to learn important things, such as: 1) Socializing positively, 2) Establishing healthy relationships, 3) Developing concern for others, 4) Developing a sense of responsibility. Through supportive parenting, children also learn to understand social relationships, such as communicating effectively, resolving conflicts peacefully, and working together in groups. They will get used to appreciating differences, understanding other people's perspectives, and showing respect and empathy for the environment. Exemplary behavior from parents is instrumental in instilling the value of responsibility. Children will more easily understand the meaning of personal responsibility and social care through real examples, such as keeping clean, keeping promises, and helping those in need. These attitudes will form a strong foundation of character in the child.

The way parents educate and raise their children has a significant impact on their personality formation and emotional and intellectual development. Every interaction and treatment provided by parents leaves a deep influence on the psychological structure of children, which then affects the way they perceive and respond to life situations. Based on a number of studies, it was found that different parenting styles - authoritative, authoritarian and permissive - have varying impacts on children's cognitive development. Children who grow up in an environment with an authoritative parenting style generally show better critical thinking skills when compared to those raised in authoritarian or permissive parenting patterns. In the midst of increasingly complex social and educational challenges, it is important for parents and educators to understand how parenting styles affect children's cognitive development. A mature thinking ability from an early age not only impacts academic success, but also shapes children's future character and social skills. This study aims to make a constructive contribution to various stakeholders, especially parents, educators and policy makers, by providing practical insights on how to create an environment that supports children's development. With the implementation of appropriate parenting strategies, it is hoped that children can reach their full potential and develop into a superior generation that can have a positive impact in the future.

This study aims to explore how the way parents educate their children impacts the development of thinking skills during primary education. The main focus of the study was to examine the relationship between parenting methods used by families and the intellectual development of children aged between 6 and 12 years, especially in terms of critical thinking skills, problem solving, and logical thinking. It also seeks to identify the relationship between specific types of parenting (authoritarian, permissive and democratic) and children's level of cognitive development. In addition, it will investigate which type of parenting is most effective in supporting the growth of cognitive abilities of children in primary school. This is done by considering various factors that can influence children's development, such as the social environment, education, and emotional support provided by parents. Using a systematic approach, this study aims to develop practical recommendations that can provide direction for parents in supporting and facilitating their children's intellectual development. Hopefully, the results of this study can also provide useful insights for educators and policy makers in designing educational programs that better support children's cognitive development in various environments.

METHOD

In this study, researchers used descriptive qualitative methods. According to Sugiyono (2013), qualitative methods are methods that are carried out in natural and natural situations, with researchers as the main tool in collecting data. Various techniques are combined to obtain information, then the study is carried out from field facts to broader

conclusions. The observed situation is kept authentic. The study aims to provide a complete picture of the existing social reality, make comparisons between different events from different social situations, or find patterns of relationships between different aspects of the relevant literature. This makes it possible to discover new hypotheses and theories.

The literature study was conducted with the aim of gaining an in-depth understanding of various perspectives and scientific findings regarding parenting styles and their influence on cognitive development of elementary school children. Through the search and analysis of relevant literature, this study aims to reveal how various parenting styles, such as authoritarian, permissive and democratic parenting, can influence logical thinking, problem solving and learning abilities in primary school-age children. In addition, the literature review will also examine other factors at play.

RESULTS AND DISCUSSION

Children's intelligence growth is closely related to their ability to organize thinking strategies when faced with various challenges (Avisha & Bintaro, 2024). These thinking skills encourage children to be active in shaping and expanding their knowledge. During elementary school, as they enter the experiential thinking phase, children begin to connect cause and effect and consider different options to solve problems. Their way of thinking transitions from relying only on what is seen to becoming more structured and logical (Marinda, 2020). Children at the elementary school level begin to enter an interesting phase of cognitive development, where they think more logically and systematically. They are not only limited to visual observations, but begin to understand cause-and-effect relationships as well as various options for solving problems. In this phase, they are able to relate events and realize that every action has consequences. They can analyze situations, formulate appropriate solutions, and explain the reasons behind their choices. These skills support them in dealing with challenges in school and in everyday life. For example, a child who sees a friend crying after a fall can analyze the position and offer help or give words of encouragement. They begin to realize that their actions can affect others and strive to act wisely. The development of logical thinking in primary school-age children is a crucial step on the road to intellectual maturity. It allows them to explore the world around them, solve problems, and grow into independent individuals who are able to think critically.

In the process of intellectual growth, children go through a series of complex mechanisms to process information. These activities include the systematic skill of accepting new knowledge into pre-existing mental structures. As new information is received, the mind actively makes adjustments by incorporating the concept into an existing framework of understanding. Through this process of absorption and adjustment, a person's cognitive structure develops and expands continuously. Each new piece of information is not only added, but also changed and adjusted so as to form a dynamic intellectual balance. Thus, this cognitive process provides opportunities for humans to continuously improve understanding, expand ways of thinking, and adapt to the complexity of an ever-changing environment.

The development of thinking skills in children occurs through three key processes: absorption, adjustment and cognitive balance. Absorption involves how the child combines new information with existing knowledge, creating a flexible and responsive framework of understanding. Absorption occurs when children take in information from the environment and integrate it with structures that already exist in their minds. In this phase, they absorb information as if they were little sponges soaking up new experiences. Children make connections between new discoveries and the knowledge they already have. For example, when they see a new cat, they will compare it to a cat they have previously seen. Adjustment is the process by which new information is integrated with existing knowledge, expanding

the child's cognitive schema. Adjustment takes place when their environment interacts and they change themselves according to external stimuli. In this phase, they begin to reorganize their understanding when new information does not fit with what is already known. Imagine a child who only knows orange-furred cats, then suddenly meets a black-furred cat. They will begin to realize that cats are not always orange. The process of absorption and adjustment must take place simultaneously to achieve balance. Balance involves children's attempts to resolve internal conflicts when they are faced with a problem. In this phase, they seek harmony by constantly trying to make sense of new information in their minds. They will ask questions, think, and try to understand the differences they find. This is similar to putting together a puzzle, where each new piece of information helps them create a more complete picture.

The way children grow is greatly influenced by the environment around them. The role of parents and educators is significant in supporting children to explore, question and understand the world around them. Each child has a unique pace and style of digesting information. There is no right or wrong approach - each journey is unique in building an understanding of the environment. Families make a crucial contribution to the cognitive development of children at the primary school level. Shared activities, parenting styles and interactions with family members are key elements that influence children's cognitive progress (Hasibuan et al., 2024). Parenting refers to the role of parents in caring for, nurturing and educating their children. Children have the right to receive parental attention and affection. A study by Kadrianti (2018) indicated that the best method of parenting by parents is to interact thoroughly and encourage changes in behavior, knowledge, and values that have been formed. The main goal of parents is to create a supportive atmosphere for children to grow, develop mental resilience, and believe in themselves. Attention and guidance from parents is very important and necessary, especially for young children (AR, M.M & Asmoni, 2023). Parental involvement in the learning process has a major influence on children's academic achievement. Inappropriate parenting methods can hinder intellectual development, which can be seen in children's learning progress reports at school. A positive parenting model will help children achieve the highest potential in their education (Astuti & Untari, 2016). Research by Siregar et al. (2023) shows that children can experience problems in cognitive development if parents face challenges in parenting. Parents who feel tired after work tend to want children to be calm and obedient, but this approach can hinder children's growth and development. Excessive restrictions and lack of opportunities for expression can interfere with social and psychological progress, ultimately preventing them from developing competence in their respective fields and impacting their future.

According to Solihah & Yuniarni (2020) in their research stated that there are several factors that influence parenting patterns, namely:

1. Age of parents: When parents are very young or very old, they will find it difficult to carry out their role effectively as it requires physical strength and psychosocial support. The age of parents is one aspect that can affect how well they can act as caregivers and mentors for their children. If parents are very young, they may not have the necessary level of emotional maturity and life experience to deal with the challenges of parenting. They may also lack sufficient financial and social support. On the other hand, if parents are old enough, they may experience various physical and psychosocial limitations that may prevent them from providing good parenting. They may experience a decline in stamina, have difficulty adapting to rapid changes, or face health issues that may limit the physical activity required for parenting.
2. Parental involvement: The role of parents in the parenting process shows that the relationship between mother and child is as important as the relationship between father and child. Although there are differences in nature, both contribute to the

psychological development of the child. The intimacy between mother and child, as well as father and child, plays an equal role in the formation of the child's character and personality. Although there are natural differences in the way they interact, this does not diminish the value of either relationship. The closeness that results from these interactions helps children feel loved and supported, creating a strong foundation for their future confidence and adaptability. Generally, mothers offer deep affection and emotional warmth. They tend to be more sensitive to the child's emotional needs, creating a sense of security and comfort. Meanwhile, fathers usually provide a more practical perspective, teaching independence and resilience in the face of challenges. A close relationship with parents cannot be measured in numbers. Every child needs attention, support and guidance from both parents. The quality of interaction is more important than the amount of time spent together. It is important to realize that there is no one way of parenting. Every family has unique dynamics, but the core goal remains the same, which is to raise children to be strong, confident individuals who are able to live life wisely. The active involvement of both parents has a positive effect on the child's psychological development. The child will grow up with a broader understanding of relationships, communication, and values in life.

3. Parental education: This means that parents are better equipped to educate their children through active participation in the learning process and paying attention to the challenges that arise, their previous experiences in raising children, and the pressures they face. Research shows that parents' education level has a strong relationship with children's cognitive development. Parents with higher education usually have greater insight and understanding in supporting their children's intellectual development. This allows them to provide better support during the learning process as well as how to raise their children, so that children are not negatively affected by their parenting methods. Therefore, it is recommended that parents with lower education strive to increase their knowledge by reading more about parenting and child development. By improving their understanding of parenting, parents can improve the quality of education they offer, which in turn contributes to children's cognitive development.

The process of cognitive structure formation in childhood is strongly influenced by parents as important agents in stimulating intellectual and social development. Through continuous interaction, parents can expand critical thinking skills, build a moral foundation, and optimize their child's intelligence potential in a holistic and continuous way. Their role is not only limited to transferring knowledge, but also creating a mindset that helps children understand the complexities of the social environment, improve their problem-solving skills and build a strong personality foundation. They also convey basic life values, social skills, positive thinking, and the meaning of right and wrong. Parents function in various roles in the parenting process, namely as educators, mentors, encouragers and facilitators. In terms of guidance, they are responsible for developing the child's character, morality and personality. Interestingly, guidance does not always have to be direct; parents can support children's cognitive development in meaningful and constructive ways. Parents who act as character mentors shape their children's character through direct example, meaningful conversations, support when children face difficulties, and providing wise guidance without being patronizing. Parents play an important role as enablers in their children's personal development, which includes providing consistent emotional support, recognition and appreciation of their children's efforts, and practical help in realizing empowered goals through positive moral support. As effective encouragers, parents lift their children's spirits with sincere and meaningful tests, moral encouragement, appreciation of every effort, and boosting self-confidence. The role of parents as facilitators is in providing moral support.

Parents function as facilitators of potential by creating a supportive atmosphere, providing learning tools, opening opportunities for exploration, recognizing hidden talents, and providing opportunities for growth.

In the role played, parents can use different parenting styles, such as authoritarian, democratic, and permissive. Nada et al., (2023) stated that :

1. Authoritarian parenting is a harsh method of education, characterized by parents overly regulating their children's behavior. They often force the child to follow their will, closely supervise, and often give physical punishment if the child disobeys. In this parenting pattern, children are rarely given the opportunity to make their own decisions, even in matters related to their personal interests. All decisions are made by the parents, while the child has no opportunity to express views or disagreements. Children raised in an authoritarian environment may feel inhibited from expressing their thoughts. Fear of consequences may prevent them from trying new things, which is essential for the development of creativity. A stressful environment can make children feel anxious and depressed. Prolonged stress can adversely affect cognitive abilities, such as memory and focus.
2. Authoritative (Democratic) parenting applies a rational and democratic approach. In the authoritative parenting system, parents adopt rational as well as democratic methods in educating children. They carefully meet the needs of the child, recognizing and paying attention to the essential elements that support overall development. This approach considers the uniqueness and potential of each child. Children are given opportunities to engage in social activities and to interact with others. Parents create opportunities for children to explore their personal potential by providing freedom with responsibility. Through open dialog, they set logical boundaries, encourage children to be assertive, as well as facilitate constructive negotiations about family rules and values. Democratic parenting has a significant positive influence on the development of primary school-aged children. In this environment, children go through a balanced stage of psychological growth, where they can express themselves while still receiving constructive direction from their parents. A nurturing environment that allows for negotiation and expression of opinions contributes to the development of better critical thinking, independence and social skills. Cognitively, children raised in a democratic setting show better intellectual development. They have strong internal motivation, are able to solve problems in more creative ways, and are confident in facing academic challenges. Intellectual stimulation provided by parents through open communication and the assignment of age-appropriate responsibilities encourages children to be more active in the learning process and self-development.
3. Lastly is permissive parenting, which is where parents give their children total freedom, with almost no restrictions. They tend to be more relaxed, do not provide much direction or supervision, and may pay less attention to the child's needs. Children are in complete control of their decisions and actions, which may seem like a pleasant form of freedom. However, this unfettered freedom can have a profound effect on a child's development. Children raised in a permissive environment may learn to be independent and responsible, but they may also struggle with setting boundaries and making wise choices. They tend to act without thinking, lack discipline, and experience challenges in building healthy relationships. On the other hand, they can learn to value freedom and become more creative. However, it is very important for parents to find the middle ground between giving freedom and providing the necessary guidance so that children can grow well and have the ability to overcome challenges in life. Cognitively, children who receive permissive

parenting generally show stunted intellectual progress. The lack of structured guidance and stimulation results in low motivation to learn, difficulty concentrating and limited problem-solving skills. They often have difficulty adjusting to academic environments that require discipline and adherence to certain rules, potentially hindering their academic performance.

Research conducted by Rosyani et al. (2022) showed that a parenting approach that emphasizes discussion and agreement is considered the most effective method, while a parenting method that is too lax is considered the most risky. While rigid parenting models have some advantages, there are also drawbacks involved. However, parents should avoid methods that are too strict as this requires the child to obey the rules absolutely and limits their freedom. This highly disciplined parenting method does not have positive results for the development of the child's mindset, and may even hinder it. In another sense, parents who use a strict approach can have adverse effects on children's behavior. Research by Amelia et al. (2023) supports this view, showing that most parents tend to adopt a democratic approach in raising their children, which increases children's enthusiasm for learning and doing positive things. Building good habits in the home environment is crucial for children's development. This can be done in a variety of ways, including teaching etiquette, establishing regular bedtime and meal routines, and ensuring children do not skip meals and sit down when drinking. Findings from Amelia's research show that parents who are fully supportive create space for children to explore positive and rewarding things. They encourage children to discover and hone their unique potential through constructive and trusting guidance. However, if parents feel that an activity is not appropriate, they will discourage it by providing a clear and logical explanation. This helps the child develop critical thinking and understand the reasoning behind the prohibition. In this way, supportive parents not only give freedom, but also provide guidance that focuses on helping children grow into moral and responsible individuals. They direct with an approach that builds good character and prepares the child to face the challenges of life to come.

CONCLUSION

Children's cognitive development refers to the growth of thinking, critical analysis skills, problem solving, and understanding of various solution options. Research shows that in the cognitive development phase of elementary school age, children can already think logically and apply reasoning to solve problems that are concrete and real around them. Children's interactions with their surrounding environment also play a significant role in cognitive development, along with a number of biological, cognitive and socio-emotional factors. Processes such as assimilation, accommodation and equilibrium contribute to a child's cognitive development. Research also emphasizes the importance of parents' role in providing appropriate guidance, education and parenting to support their child's cognitive growth. Democratic parenting is considered more ideal, while authoritarian and permissive approaches can have negative effects on children's cognitive development. Parents are also advised to actively participate in their child's education and maintain a good communication relationship with them.

REFERENCE

- [1] Amalia, I. F., Monaliza, T., Husna, A., & Fitriana, D. (2024). PERAN ORANG TUA TERHADAP PERKEMBANGAN KOGNITIF ANAK KELAS 1 SD NEGERI 80/III PUNGUT HILIR, KERINCI. *Jurnal Pemikiran dan Kajian Pendidikan*, 8(7).
- [2] Amelia, S., Nisrina, A. D., & Permana, G. (2023, August). Perbedaan Pola Pengasuhan Orang Tua terhadap Perkembangan Kognitif Anak di Perumahan Sepang Mountain Residence Serang-Banten. In *Prosiding Seminar Nasional Pendidikan Non Formal* (Vol. 1).
- [3] AR, M. M., & Asmoni, A. (2023, December). IDENTIFIKASI POLA ASUH ORANG TUA PERANTAU KE-JAKARTA DAN IMPLIKASINYA TERHADAP PENDIDIKAN ANAK SEKOLAH DASAR (STUDI SDN KALIANGET BARAT V SUMENEP MADURA). In *PROSIDING SNAPMA (Seminar Nasional Hasil Penelitian dan Pengabdian kepada Masyarakat LPPM UNIPMA)* (Vol. 1, pp. 111-119).
- [4] Ashari, C. D., Utami, N. W., & Susmini, S. (2017). Hubungan pola asuh orang tua dengan perkembangan kognitif anak usia 3-4 tahun di PAUD Kecamatan Magelang Selatan. *Nursing News: Jurnal Ilmiah Keperawatan*, 2(3).
- [5] Astuti, V. W., & Untari, V. (2016). Pola Asuh Otoritatif Orang Tua Dalam Perkembangan Kognitif Anak Usia Sekolah. *Jurnal Stikes RS Baptis Kediri*, 9(1).
- [6] Avisha, S., & Bintaro, T. Y. (2024). Peran Orang Tua dalam Perkembangan Kognitif Anak di Sekolah Dasar di SD Negeri 1 Sumbang. *ISLAMIKA*, 6(3), 1334-1344.
- [7] Bujuri, D. A. (2018). Analisis perkembangan kognitif anak usia dasar dan implikasinya dalam kegiatan belajar mengajar. *Literasi: Jurnal Ilmu Pendidikan*, 9(1), 37-50.
- [8] Hasibuan, A. R. H., Maulana, A., Samosir, D. S., & Syahril, S. (2024). Perkembangan Kognitif Pada Anak Sekolah Dasar. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, pembelajaran dan Ilmu Sosial*, 2(2), 120-125.
- [9] Kadrianti, E. (2018). Hubungan Pola Asuh Orang Tua Dengan Perkembangan Kognitif Anak Kelas 1 Di Sekolah Dasar Negeri Bung Makassar. *Nursing Inside Community*, 1(1), 22-26
- [10] Marinda, L. (2020). Teori perkembangan kognitif Jean Piaget dan problematikanya pada anak usia sekolah dasar. *An-Nisa Journal of Gender Studies*, 13(1), 116-152.
- [11] Merry, M., Abustang, P. B., Fatimah, W., & Satriawati, S. (2022). Hubungan Pola Asuh Orang Tua dan Pengaruh Gadget Terhadap Perkembangan Kognitif Siswa SD Inpres Bangkala III Kota Makassar. *Jurnal Pendidikan Indonesia*, 3(03), 257-265.
- [12] Nada, A. Q., Latifah, A., Shaleh, S., & Santosa, S. (2023). DAMPAK POLA ASUH ORANG TUA TERHADAP PERKEMBANGAN EMOSIONAL ANAK SEKOLAH DASAR. *Mentari: Journal of Islamic Primary School*, 1(3), 141-150.
- [13] Rawi, H. W., Salsabila, A., Harahap, N., Ainun, N., Rachman, S., & Nasution, F. (2023). Upaya Pola Asuh Orang Tua Dalam Mengembangkan Kognitif dan Operasional Kongkret Anak Pertengahan (7-11). *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga*, 5(2), 446-450.
- [14] Rosyani, R., Muslihin, H. Y., & Rahman, T. (2022). Pengaruh Kepedulian Orang Tua Terhadap Perkembangan Kognitif Anak Berdasarkan Analisis Pola Pengasuhan. *As-Sibyan: Jurnal Pendidikan Anak Usia Dini*, 7(2), 157-166.
- [15] Siregar, Y. A., Lubis, A. M., & Habeahan, W. L. (2023). HUBUNGAN PERAN POLA ASUH ORANG TUA TERHADAP KECERDASAN KOGNITIF ANAK SEKOLAH SD MUHAMMADIYAH SIPIROK. *Journal Mathematics Education Sigma [JMES]*, 4(2), 35-41.
- [16] Solihah, S., Ali, M., & Yuniarni, D. (2020). Pengaruh pola asuh orang tua terhadap perkembangan sosial emosional anak di TK Mujahidin Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 10(9).
- [17] Sugiyono. (2013). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung: Alfabeta.