

THE IMPACT OF AUTHORITARIAN PARENTING TOWARDS COGNITIVE DEVELOPMENT OF EARLY CHILDHOOD

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ABSTRACT

This research aimed to know the impact of authoritarian parenting towards cognitive development of early childhood. The problem attempted to be answered through a literature review with the psychological approach. Jean Piaget's cognitive theory was chosen as a knife of analysis, not only did become one of the figures who examined cognitive development, Jean Piaget also changes our view of children's intellectual growth by showing that children think of the world differently from adults. Based on various literature reviews, it was concluded that authoritarian parenting has a negative or positive impact on cognitive development of early childhood, depending on the results of the different cognitive development process of each child (which includes schemes, assimilation and accommodation, adaptation, organization, balance and equilibrium). This is caused by child cognitive development influenced by heredity or descent, maturity, formation, interest and talent, freedom for the children to choose the specific methods to solve the variety of problems, also the freedom to choose the problems according to children's needs. Authoritarian parenting has a negative or positive impact on cognitive development of early childhood depend on the results of the cognitive development process including schema, schemes, assimilation and accommodation, adaptation, organization, balance and equilibrium which is different.

Key Words: Authoritarian Parenting, Early Childhood's Cognitive Development.

1. INTRODUCTION

Authoritarian parenting is in which parents have high superiority in parenting. The children tend to obey parents' order, in many cases, there are a lot of rules that are applied without discussion with the children first. The children tend not to have the right to voice their opinions and make decisions.

The brain of the children of 0-6 years old will receive and absorb the information rapidly, therefore what is given to the children will be absorbed well and applied in their life (Fidesrinur, 2015: 10). The children at the range of that age are highly needed to give various stimuli to develop short of the aspects of cognitive developments.

This article aims to know the impact of authoritarian parenting on early childhood's cognitive development. The problems attempted to be answered through various literature review with the psychological approach. Jean Piaget's cognitive theory was chosen as a knife of analysis, not

only did become one of the figures who examined cognitive development, Jean Piaget also changes our view of children's intellectual growth by showing that children think of the world differently from adults (Jane Books, 2011: 88). Piaget theory also helps the parents to understand that they must consider the children views towards their world to interact with their children, also the children require the opportunity to explore the objects and activities, think with their mind concerning about the world in order to develop well (Jane Books, 2011: 91). Piaget was always interested in the way humans learn and develop intellectually, starting from birth and continuing throughout life. Piaget's theory of cognitive development believes that intelligence is a cognitive or mental process used to acquire knowledge (George S Morrison, 2012: 69).

2. LITERATURE REVIEW

Authoritarian Parenting

Parenting can be defined as the method and parents' attitude in preparing their children to take the decisions and act by themselves, furthermore, there is a more independent alteration (Singgih Gunarsa, 20017: 109). Parenting can also be defined by the attitude of parents in dealing with children includes how parents apply rules, gifts and punishment, attention and response to children desire (Chabib Toha, 1996: 110). Thus, parenting is a system or adopted method that is applied by the parents in taking care of and educating their children.

Parenting contributes to children in building social skills. What is allowed by parents will be the child's initial experience which will affect a child's personality (Hadi Mahmud, 2013: 130). Parenting of children affects children's social competence, although the definition of social competence is different in certain societies and cultures (Ikechukwu Uba, 2012: 1876).

The way of parents treating the children is visible from how the parents control their children, give a punishment, give a reward, order the children and how the parents explain to the children (Syamsu Yusuf, 2008: 52). Parents' treatment toward their children produces a pattern or way of caring that tends to depend on how parents treat their children. Every family has a pattern of child rearing that is different from one to another which is affected by various factors. Three patterns of parents' behaviour in educating the children are *authoritative, authoritarian, and permissive*.

The characteristic of authoritarian parenting is signed by strict rules, using force to control their pupils to act and behave like their parents, limiting the freedom in action towards child needs, also children are rarely invited to communicate, tell stories and exchange ideas. Parents assume that everything they decide is true so there is no need to ask the child's consideration of various decisions concerning pupil's problems (Elizabeth B Hurlock, 1980: 93). Permissive parents apply a limit to children, accept impulsive attitudes, provide freedom by keeping safe, cold and not being involved. The impact Children tend to be less independent, and do not have self-control and grow as a less mature person.

Authoritarian and authoritative parenting commonly has common the existence of strict rules and clear boundaries from the parents, but there are differences in authority. In authoritarian parenting, the rules tend to be arbitrary and the parents have the largest portion as the sole rule maker, in authoritative parenting even though there are regulations, the existing regulations still pay attention to the rights and characteristics of children, regulations are made and communicated together between children and parents. Authoritarian parenting makes many demands on children but provides little support to meet those demands.

Regio Amelia states that parents, teachers at school, and the environment have a major influence on early childhood development (Mukhtar Latif, 2014: 220). Parents have a great influence on child lives. The cycles of positive and negative interaction between children and parents are built in early life, depending on the quality of the children and parents, and also require an action from both parties to keep the process running.

Cognitive Development of Early Childhood

Cognitive development is the aspects of child basic ability that is needed to be developed also is influential to development and growth and other aspects, since cognitive development is related to the ability to problem solving, memory, skill and language (Mena and Eyer, 2016: 2017). Cognitive is often interpreted as the acquisition of the arrangement of knowledge, the ability to learn and think, the ability to learn new concepts, the skills to understand what is happening in their environment, solving simple problems and the skills to use memory (Khadijah, 2016: 31). Cognitive development is related to intellectual and mental development.

Cognitive development of early childhood can be identified into two ways; learning and solving the problems are the ability to solve a simple problem flexibly, and applying the knowledge or experience in the new context, be able to think logically signed by clarification, pattern, initiation, planning and knowing the due of consequences, meanwhile, symbolic thinking is characterized by recognizing, mentioning, and using symbols, recognizing the alphabet, and being able to present objects in the form of images (Enah Suminah, 2015: 31).

Cognitive development is very close to language development because early children express their thoughts and gain knowledge through language. At an early age, the child is in the period of egocentric speech, which is divided into three categories, the first repetition, when the child repeats words for pleasure, without thinking or saying with others. The second is a monologue, it is when the kids talk to themselves even though they need to think hard. The third is a collective monologue when the presence of other children is merely a stimulus but does not influence the child's thinking and actions. If the previous one discusses egocentric speech, then next is a discussion about socialized speech that occurs when children adopt the perspective of what is heard, whereas collective monologue occurs when children talk to themselves and ignore what they hear from others. (Jean Piaget 1962: 9). In this case, it can explain how the pupils can benefit the language to express and obtain the knowledge.

According to Piaget, psychological theory using biology concept is that the intelligence can be seen as the adaptation of the organism towards the environment. The psychology can be centralised on the attention of an individual intellectual growth process. A comprehensive understanding of human knowledge can only be gained by studying the formation of cognitive development in early childhood.

There is a difference between a child and adult thinking process that is the thinking of child and adult, also the different stages of cognitive development from child to adult. According to Piaget, how the child thinks is different from the adults quantitatively, qualitatively and the thought process (Azwi Hangwizi E Muthivhi 2015: 125). In cognitive development, the children need the help of an adult in preparing the environment for their learning. An adult also becomes an important source for child cognitive development (Chandrashekhhar Badakar, 2017:346). In this case, an adult can be a teacher or parent for the children. The genetic factor from the parent is also influential for child cognitive development, the genetic factor guiding the child in

cognitive development after obtaining the stimulus from the environment (Elliot M Toker-Drob and K Paige Harden, 2011:1).

Piaget's cognitive development theory mentions a mental growth as the most important part of child development. Children with good cognitive, able to develop the process of thinking, responding to objects and reflecting on his experience (Khadijah: 51).

At the sensor motor stage, the child forms an understanding by coordinating sensory e.g. seeing and hearing, with motor physical action, therefore, it called "sensorimotor". At this stage, the child has a reflex behaviour pattern. At two-year-old age, the child will be able to produce complex sensory patterns using the primitive symbols (John W. Santrock, 2007:245). Mental development of the first eighteen months is very important because the child forms the entire cognitive sub-structure that will serve as the point of starting perspective and intellectual development. (Jean Piaget, 2018:5)

Sensorimotor divides into six steps (1) simple reflex, simple reflex occurs at the First months of birth, sensation and action coordinated through reflex behaviour such as breastfeeding movements, (2) The first habits of primary circular reactions, the primary circular reaction develops when the child is 1-4 months old, at this stage a scheme based on the effort to regenerate an incident happened by accident, (3) Secondary circular reactions, this developed when the 4-8-month-old child is oriented to object, (4) the coordination of secondary circular reactions develops between the ages of 8-12 months. To develop up to this stage, a child must coordinate the view and touch, hands and eyes, (5) Tertiary circular reactions, new pleasures and curiosities. It is a stage when the child is aged 12-18 months. At this age, At this stage, the child will be moved by the many objects surrounding. Tertiary circular reactions are schemes in which the child consciously explores new possibilities of surrounding objects. According to Piaget, this step signed by the beginning of human curiosity and interest in new pleasures. (6) the schema of Internalization is the sensory sub-stage that develops the children at the age of 18-24 months developing the ability to use primitive symbols (John W Santrock, 2007:245).

At the pre-operational stage, Piaget often describes cognitive pre-schoolers. Taking place at ranges of 2-7 years of age, the child begins presenting their world with words, shadows and drawings. Various symbolic thinking and physical activity. The stable concept begins to form, emerge mentally thoughts, grow egocentrism, and unconstructed magical beliefs. The thinking of the pre-operational stage can be divided into two steps (symbolic, it occurs at the age of 2-4 years old, the kid is capable to describe an invisible object. For instance, drawing the picture of people, house, car and others. (2) intuitive, it occurs at the age of 4-7 years old, the kids believe in their knowledge and understanding, however, they do not realize how they understand what they have known. The pre-school stage is the phase when the children are in the egocentric age and will decrease along with the increase of the age (Sugandha Marwaha, 2017: 111).

Concrete operational phase continuously running in the age of 7-11 years old, logic thinking replaces intuitive thinking, provided that the thinking can be applied to specific and concrete examples. Whereas formal operational phase appeared in the age of 11-15 years old, an individual grows through the concrete experiences and think abstract and more logically (John W Santrock: 255).

According to Piaget, the biological factor and the experiences form cognitive development. The children actively build cognitive world themselves. Various information obtained from surroundings, it can not simply put into child thinking. Piaget divided the

development processes into four phases (1) Schema, (2) Assimilation and accommodation, (3) Organization, (4) Balance and equilibrium (Lindsey Engle Richland, Kreshruk 2016:1). From what has been presented before, there are several important concepts in Piaget theory that is intelligence, organization, scheme, assimilation, accommodation, equilibrium (Paul Suparno, 2001:19).

Table 1. Stage of developmental cognitive aspects of early childhood

Stage	Age in the years	Developmental Characteristic
Sensorimotor	0-2	<ul style="list-style-type: none"> • Based on the action • Step-by-step
Pra-operational	2-7	<ul style="list-style-type: none"> • Using semiotic • Intuitive
Concrete Operational	8-11	<ul style="list-style-type: none"> • Using logic and clear rules • Constancy and Reversible
Formal Operational	11	<ul style="list-style-type: none"> • Hypotheses • Abstract • Inductive dan deductive • Probability dan Logic

Source: Book of Jean Piaget' Cognitive Development Theory

Table 2 .Cognitive Developmental Aspects of Sensorimotor Stage

No	Age	Cognitive Development Feature	The concept of Object	The concept of Space	Causality Concept
1	Reflex (0-1 Month)	<ul style="list-style-type: none"> • Reflex 	No concept of objects	Fragmentation, split	<ul style="list-style-type: none"> • Egocentric • Has no causality
2	Habit (1-4 months)	<ul style="list-style-type: none"> • Habit (Hand and mouth coordination, followed by moving objects and sounds, preliminary imitations) 	<ul style="list-style-type: none"> • Has no concept of objects, movements of self and outside objects. • Preliminary distinction 	Get acquainted with space coordination	<ul style="list-style-type: none"> • There has been no distinction of self-movement and outside the object. • Causality has not evolved
3	Interesting incident reproduction (8-12 months)	<ul style="list-style-type: none"> • Repeating the interesting things 	<ul style="list-style-type: none"> • Emerging Concept objects • Anticipate the location of moving 	There are coordination spaces	Himself as the cause of all occurrences

			<ul style="list-style-type: none"> objects • Classification of early objects 		
4	Coordination (8-12 months)	<ul style="list-style-type: none"> • Differences in objectives and means (Finding new tools) 	<ul style="list-style-type: none"> • Material permanence • Looking for hidden things 	The concept of space exists, but still self-centred	Early causality from the outside
5	Experiment (12-18 months)	<ul style="list-style-type: none"> • Discovery of new facilities (Adapt to new situations, and great curiosity) 	<ul style="list-style-type: none"> • Material permanence • Knowing moving objects 	Recognizing the relationship between objects with space, between objects and themselves	Himself as objects among other objects, as an object of an action.
6	Representation (18-24 months)	<ul style="list-style-type: none"> • Symbol representation (imitating new model and internal coordination) 	<ul style="list-style-type: none"> • Comprehensive • Knowing invisible things 	Realizing a movement	Realizing a causality

Source: *Book of Jean Piaget' Cognitive Development Theory*

Short of cognitive development phases and cognitive developmental processes have been discussed above, the discussion of the theory benefit to analyze the problem discussed in this article. In the next discussion, what will be discussed is a sensorimotor and pre-operational stage that occurs at the age of early childhood (0-6 years old).

Piaget consideration that can be applied in educating the children is a constructive approach that the children learn well when they are active and solve the problem independently, also the child is conditioned as a passive receiver. The implication of children who will learn well is through experimentation and discussion. According to Piaget, Learning for children occurs naturally and is not forced and pressed to learn too much and too early in their development before they are prepared and mature (John W. Santrock: 260).

Factors that affect cognitive development i.e. first, heredity or descent, human birth carries a variety of potentials that cannot be influenced by the environment, both the environment of Empirism, human born holy or Tabularasa, it means that human development is highly determined by its environment. *The third*, The maturity is closely related to the chronological age. *The forth*, formation is anything outside of someone who influences the development of intelligence. *The fifth*, Interests and talents, Someone with a certain talent will be easier and quicker to learn. *The sixth*, freedom is the freedom of human being who think

divergently and it means that humans can choose certain methods in solving problems (Yuliani conscience Sujiona, 2014:28).

Cognitive development of early childhood covers short of competency that must be mastered by children with a certain age range whose development is also influenced by various factors. Moreover, it can be presented in Piaget cognitive development from baby to teenager and have unique steps in building cognitive behaviour about the world. Various cognitive developmental processes also reveal how children and adolescents process the information into new knowledge.

3. METHOD

This method of research is a library research or literature review, the research used the analysis of data library, or research objects are excavated through a variety of literature, books or scientific journals. This study critically examines the knowledge, ideas or findings that were found in academic-oriented literature.

The nature of this research is a descriptive analysis whereas philosophical and pedagogical approaches are used to perform reasoning and explain the data in details. The data used in this study is secondary data in the form of books and scientific journals. The method of collecting of the research data is a method of documenting data collection by processing the data from related literature. Analysis of the data used is bibliography analysis.

4. DISCUSSION AND CONCLUSION

The effects appeared by authoritarian parenting is by observing cognitive development. Piaget's early childhood cognitive development consists of the sensorimotor phase (0-2 years old) dan pre-operational phase (2-7 years old).

Early childhood cognitive development is consisted of learning and the solving problem is be able to solve simple problem flexibly and apply the knowledge or experience in the new context. Moreover, the children can also think logically that cover to be able to classify, initiative, know the causality, understand the differences, pattern, initiative, and planning. Whereas symbolic thinking consists of mentioning, knowing, dan using numerical symbol and alphabet, be able to represent various objects to picture as well.

Various child rearing is often connected by child self-regulation. Self-regulation in the education domain of early childhood is often put in the emotional social domain, however, if it is associated with daily problem solving, it can be categorized in early childhood cognitive domain. The children with authoritarian parenting are believed to have self-reliance due to the rules established by their parents. It is appropriate with the results of the research that has been done that revealed that there is a connection between authoritarian parenting and self-regulated pre-schoolers of 3-5 years old (Zulfa Okta Asnida, Apsa Madantia: 2014, 75). Child independence can indeed be implanted early on. Factors affected child independence is social characteristic, environment and family. Independence is also close to child' discipline, and in other research revealed that there is a significant influence between authoritarian child rearing and early childhood self-regulation (Elsa Dwi Pramesti, Nurul Khotimah:2016, 187).

Authoritarian parenting can also be associated with a child's self-esteem. Self-esteem affects a child's self-confidence, furthermore, it will also influence how the children act. How the

child acts towards something they face, also become child cognitive development. The kids who have higher self-confidence will be easier to socialize in social intercourse and have better social competence. From the previous findings, those were found that pupils with authoritarian parenting have a negative effect in child's self-esteem and also increase insecurity and child inferiority (Priyansha Singh Jadon and Shraddha Tripathi 2017: 909). Child rearing contributes hugely towards the mental development of children to adults. Strict and hard parenting in authoritarian parenting gives negative effect towards kid's life, including in psychology condition and mental health (Farzana Bibi, Abid Ghafoor Chaundry, Erum abid Awan 2013: 91).

Authoritarian parenting can guide children to act rebel and adopt problematic behaviour in the future due to the Influence of violence received from parents (Samilluh Srwar, 2016: 222). Problematic behaviour shows Problematic behaviour in children demonstrates a low level of the child in solving the problems that they faced. Children with good cognitive development are believed to be able to solve the problems faced in their daily activities.

The results of the research on authoritarian discipline as well as externalization and internalization of the child demonstrate that discipline by an authoritarian parent affects the externalization of boys and girls, with greater influence on the boys. Externalization in question is the behaviour of hyperactivity, violating rules and aggression (Rikuya Hosokawa, Toshiki Katsura 2019:17). Problematic behaviour in early childhood can impede various aspects of child development including the development of cognitive aspect.

Based on the perspective of Piaget's cognitive development theory, it is visible that the development of early childhood exists in a sensor motor and pre-operational stage. According to Piaget, the pupil is attracted to everything that is "sensing" or caught in the senses. It can be seen that a child learns in early life from a sense of touch, sight, smell, taste, and hearing. In the pre-school age children also learn about the shape, colour, size and everything that is caught in the senses that will appeal to children, so that the constructivist education proposed by Piaget strives to provide a conducive environment for children to match their developmental stages in order to improve cognitive development in children.

The negative impact of authoritarian parenting showed in early childhood cognitive development (showed by rebellious behaviour, aggression, hyperactivity, negative effects on child self-esteem) as well as low child mental development. How a child faces problems and manifests an action is the results of his thinking which are included in the domain of child cognitive development. It is possible, from what children see and understand from parenting and giving birth to negative attitudes of children with cognitive development processes of children how the scheme processes, assimilation and accommodation, organization as well as the balancing and equilibrium that has been passed by the child. Each child with the same parenting has a different behavioural action, considering that cognitive development is not only influenced by parental care itself. Therefore, some studies have shown different results. Children observe and learn, see others over their behaviour and see if they are acceptable, they learn to solve the problem of what is learned from the surrounding. When the preschoolers search the direction, the child remembers what others have to say in the past, and rests on those who demonstrate knowledge (Jane Brooks: 427).

Some other studies have revealed a positive influence between authoritarian parenting and the child's self-regulation. How the child becomes self-reliant on the surrounding situations is the result of the cognitive development processes that has to deliver to the child's self-conduct

actions. In some cultures, there are social competencies that must be applied to the community. Culture is formed from the ideal concept, assumption and value of life that leads people's behaviour. Building a cultural scheme is a process of parents and others in raising expectations. Children become aware of it and evaluate it, sometimes imposing or refusing, sometimes including part or whole. Parents will raise hope in expected behaviour, and the child responds through their behaviour in the form of acceptance or rejection (John W. Santrock: 277).

In some studies, it reveals that there is no significant connection between parents' parenting and cognitive development of children that is reflected in academic achievement. This is explained that parenting is not the only main factor in the cognitive development of early childhood.

From various review literature, it is known that authoritarian parenting has a negative and positive impact on early childhood. Some studies have shown that authoritarian parenting positively impact the self-reliance behaviour of early childhood, but some studies have revealed that authoritarian parenting negatively impacts child self-esteem, aggression behaviour, and rebellion.

It can then be concluded that the authoritarian parenting has a negative or positive impact on the cognitive development of early childhood depending on the different outcome of every child's cognitive development process (including schemes, assimilation and accommodation, adaptation, organization, balancing and equilibrium). In addition, It can be demonstrated that under the nurture of the same parent, for example, if the parents are authoritarian and have two children, then the impact of nurturing will be different, there are negative or positive impacts, this is because the cognitive development of children is influenced by several things; heredity or descent, maturity, formation, interests and talents, and child freedom in selecting certain methods of solving problems, also the freedom to choose the problems according to children's needs.

In the authoritarian parenting, even though some researches revealed that some have a positive impact on the child development, especially in child cognitive development, however, it is not recommended to apply to the children since the child's self-esteem is highly important and affects child's mental and psychological development in future.

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