



Maternal Communication and Parenting Knowledge as Predictors of Emotion Regulation in Late Elementary School Children

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ABSTRACT

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This study aims to examine the effects of mothers' effective communication and parenting knowledge on emotion regulation among late elementary school students aged 11–12 years. This study employed a quantitative approach with a correlational research design. Participants were mothers of late elementary school students selected using total sampling. Data were collected through Likert-scale questionnaires that met validity and reliability requirements and were analyzed using descriptive statistics and multiple linear regression with SPSS Statistics. The findings showed that mothers' effective communication, parenting knowledge, and students' emotion regulation were categorized as high. Mothers' effective communication had a positive and significant effect on students' emotion regulation ($t = 6.037$, $p < .001$), as did mothers' parenting knowledge ($t = 7.046$, $p < .001$). Simultaneously, both variables significantly affected students' emotion regulation ($F = 165.454$, $p < .001$), with an R^2 of .876. These findings indicate that effective maternal communication and parenting knowledge play important roles in supporting children's emotion regulation. The study implies the importance of strengthening family communication and parental competence to promote children's emotional development.

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INTRODUCTION

Emotional regulation is a fundamental component of children's development because it shapes how they respond to challenges, interact with others, and participate in learning (Morris et al., 2022). Children who can recognize, control, and express emotions adaptively are more likely to demonstrate positive social adjustment, stronger engagement, and psychological well-being. Conversely, difficulties in regulating emotions may appear through

irritability, emotional outbursts, anxiety, withdrawal, excessive worry, or difficulty responding appropriately to social situations (McLaughlin et al., 2021). These difficulties can affect children's academic performance, peer relationships, family interactions, and overall psychological development. Emotional regulation therefore represents an important developmental concern that should receive attention from families, schools, and communities. The family environment is particularly important because children initially learn to understand and manage emotions through interactions with their caregivers (Restoy et al., 2024). Therefore, strengthening emotional regulation during childhood is socially important, particularly through supportive family relationships, effective communication, and appropriate parenting practices within daily family life and development (Papalia & Martorell, 2024).

The present study is based on theoretical perspectives that explain the three concepts examined. Emotional regulation refers to an individual's ability to recognize, manage, control, and express emotional responses according to situational demands (Silvers et al., 2023). This ability develops progressively through experiences within interpersonal relationships and the social environment (Wahdi et al., 2022). Effective maternal communication refers to the quality of interaction between mother and child that is characterized by openness, empathy, supportiveness, positive interaction, and mutual respect (Hargie, 2024). Such communication provides children with opportunities to express feelings, receive emotional validation, and learn appropriate ways of responding to emotional situations (Musyarofah et al., 2025). Parenting knowledge refers to mothers' understanding of children's developmental characteristics, needs, behaviors, and appropriate parenting strategies. Adequate parenting knowledge helps mothers interpret children's behavior accurately and respond consistently according to developmental needs (Sanders & Turner, 2023). These theoretical perspectives suggest that emotional regulation is influenced not only by children's individual capacities but also by the quality of maternal communication and parenting knowledge.

Despite the importance of emotional regulation, children approaching adolescence may still experience difficulties managing increasingly complex emotional and social demands. Children aged 11–12 years are in late childhood, a developmental period characterized by significant changes in cognitive, social, and emotional functioning (Petrova & Gross, 2023). At this stage, children increasingly understand complex emotions and become more aware of social evaluation, relationships, independence, and personal responsibility. However, their ability to regulate emotions may not yet be fully developed (Soim et al., 2026). Difficulties may appear through anger, impulsive reactions, emotional outbursts, excessive sensitivity, anxiety, withdrawal, insecurity, or persistent

worrying. Such difficulties can interfere with concentration, classroom participation, peer relationships, and family interactions. The problem is therefore not solely located within the child, because emotional regulation develops through continuous interaction with the surrounding environment (McLean & McLean, 2022). Mothers, as important caregivers, provide emotional guidance and daily interaction that may influence how children understand and respond to their emotional experiences Papalia & Martorell, 2023).

Previous research has demonstrated that parental interaction plays an important role in children's emotional development. Effective communication provides children with opportunities to express emotions, understand emotional experiences, receive appropriate guidance, and develop adaptive responses. Conversely, communication characterized by criticism, rejection, limited empathy, or poor emotional responsiveness may make it more difficult for children to understand and manage their emotions (Saccaro et al., 2024). Research concerning parenting knowledge also indicates that parents' understanding of child development influences how they interpret behavior and respond to children's emotional needs. Mothers with adequate knowledge are more likely to provide developmentally appropriate guidance, emotional support, and consistent responses (Adynski et al., 2024). However, previous studies frequently examine communication quality and parenting practices as separate aspects of family functioning. Consequently, the specific contribution of maternal communication and parenting knowledge considered simultaneously remains insufficiently explored, particularly among children in late elementary school who are approaching adolescence and experiencing increasing emotional complexity during this important developmental transition.

Another limitation concerns the tendency to emphasize parental behavior without sufficiently considering the cognitive knowledge underlying that behavior. Communication represents the interpersonal pathway through which children directly experience emotional support, validation, and guidance, whereas parenting knowledge provides the cognitive foundation that influences how mothers understand children's developmental characteristics and select appropriate parenting responses. Examining only one dimension may therefore provide an incomplete explanation of children's emotional regulation. Furthermore, late elementary school represents a particularly important developmental period because children gradually move from dependence on parental co-regulation toward greater independent emotional regulation (Kostøl, 2024). During this transition, the quality of parental communication and the mother's ability to understand developmental needs may become increasingly important. Therefore, investigating both variables within one research model is necessary to provide a more comprehensive understanding of factors associated

with children's emotional regulation and to strengthen the empirical foundation for family-based approaches to children's emotional and psychological development (Fok et al., 2023).

The novelty of this research lies in integrating effective maternal communication and parenting knowledge as two complementary factors associated with emotional regulation among late elementary school students. Effective communication represents the interpersonal dimension of parenting, while parenting knowledge represents the cognitive dimension that guides parental interpretation and responses. Considering these dimensions together provides a broader perspective on how mothers may contribute to children's emotional development. The focus on children aged 11–12 years also provides a specific developmental context because this period represents a transition toward early adolescence, when emotional experiences become increasingly complex and social relationships become more influential. The study therefore offers a more integrated examination of family factors that may support emotional regulation during this transitional period. Its findings are expected to contribute to developmental psychology, parenting studies, educational psychology, and Islamic psychology by emphasizing the family as an important environment for developing children's emotional maturity and adaptive functioning.

Based on the identified problem and theoretical considerations, this study examines whether effective maternal communication and parenting knowledge influence emotional regulation among late elementary school students aged 11–12 years, both individually and simultaneously. The underlying argument is that effective communication can support emotional regulation by providing children with opportunities to communicate feelings openly, receive emotional support, understand emotional experiences, and learn appropriate responses. At the same time, adequate parenting knowledge can enable mothers to recognize developmental characteristics, understand children's emotional needs, and select appropriate strategies for responding to emotional difficulties. Therefore, mothers who communicate effectively and possess adequate parenting knowledge are expected to create a more supportive emotional environment for their children. The temporary assumption of this research is that effective maternal communication and parenting knowledge each have a positive influence on children's emotional regulation and that their combined contribution provides a stronger explanation of emotional regulation than either factor considered independently.

RESEARCH METHODS

This study employed a quantitative approach with a causal associative research design. This design was selected because the study aimed to empirically examine the influence of two independent variables, namely effective maternal communication (X1) and maternal parenting knowledge (X2), on children's

emotion regulation (Y). Multiple linear regression was used as the main analytical technique because it is appropriate for examining the effects of more than one independent variable on a single dependent variable (Ghozali, 2021). The design enabled the study to examine both the partial and simultaneous effects of the independent variables. In addition, causal inference was considered through the criteria of association, temporal precedence, and nonspuriousness. The study was conducted at Sekolah Alam Al-Hakim Lembang, West Bandung Regency. The location was selected because the school applies a nature-based educational approach emphasizing character development, while emotional regulation difficulties were still observed among some students, providing a relevant context for examining family-related factors.

The study participants consisted of 50 pairs of mothers and children aged 11–12 years. Total sampling was employed, meaning that all members of the population were included as research participants (Drew et al., 2024). This technique was selected because the entire relevant population could be accessed, thereby avoiding the need for random sample selection and minimizing sampling bias within the target population. A multi-informant approach was used to obtain data from both mothers and children. The children reported their perceptions of effective maternal communication and their own emotion regulation, whereas mothers reported their parenting knowledge. This approach was considered appropriate because different informants provide complementary perspectives on psychological constructs. Data were collected using closed-ended questionnaires based on a five-point Likert scale, ranging from strongly disagree to strongly agree (Restoy et al., 2024). The instruments measured effective maternal communication, parenting knowledge, and children's emotion regulation. Before data collection, the instruments were tested for validity and reliability. Validity was assessed using Pearson Product Moment correlation, while reliability was examined using Cronbach's Alpha, with a coefficient of ≥ 0.70 considered reliable (Ghozali, 2021).

Data analysis was conducted using SPSS (Statistical Package for the Social Sciences) (Sansone, 2024). The analysis consisted of descriptive and inferential statistics. Descriptive analysis was used to describe the characteristics and distribution of effective maternal communication, parenting knowledge, and children's emotion regulation based on mean values, percentages, and response distributions. Before conducting regression analysis, classical assumption tests were performed, including normality, multicollinearity, heteroscedasticity, and linearity tests. Multiple linear regression was then conducted using the model $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$ to examine the effects of effective maternal communication and maternal parenting knowledge on children's emotion regulation. The partial effect of each independent variable was examined using the t-test, while the

simultaneous effect was assessed using the F-test. The coefficient of determination (R^2) was used to determine the proportion of variance in children's emotion regulation explained by the independent variables. Hypothesis testing was conducted at a significance level of $\alpha = 0.05$, with $p < 0.05$ indicating a statistically significant effect.

RESULTS AND DISCUSSION

Results

The study involved 50 respondents. Descriptive analysis was conducted to describe the scores of effective maternal communication, maternal parenting knowledge, and students' emotion regulation. The results included the minimum score, maximum score, mean, and standard deviation for each variable.

Table 1. Descriptive Statistics of the Study Variables

Variable	N	Minimum	Maximum	Mean	SD	Category
Effective maternal communication	50	57	99	79.54	14.377	High
Maternal parenting knowledge	50	35	98	78.90	18.722	High
Students' emotion regulation	50	40	98	77.60	16.589	High

Table 1 shows that all three study variables were categorized as high. Effective maternal communication had a mean score of 79.54 ($SD = 14.377$), with scores ranging from 57 to 99. Maternal parenting knowledge had a mean score of 78.90 ($SD = 18.722$), with scores ranging from 35 to 98. Students' emotion regulation had a mean score of 77.60 ($SD = 16.589$), with scores ranging from 40 to 98.

The validity and reliability analyses were conducted before the hypothesis testing. All 20 items of the effective maternal communication scale were valid, with item-total correlation coefficients ranging from 0.675 to 0.868. All 20 items of the maternal parenting knowledge scale were also valid, with correlation coefficients ranging from 0.804 to 0.909. Similarly, all 20 items of the students' emotion regulation scale were valid, with correlation coefficients ranging from 0.715 to 0.857. The reliability analysis produced Cronbach's alpha coefficients of 0.965 for effective maternal communication, 0.981 for maternal parenting knowledge, and 0.970 for students' emotion regulation.

The regression assumptions were subsequently examined. The Kolmogorov-Smirnov normality test yielded an Asymp. Sig. (2-tailed) value of 0.200, indicating that the residuals were normally distributed. The multicollinearity test showed a tolerance value of 0.451 and a VIF value of 2.219 for both independent variables.

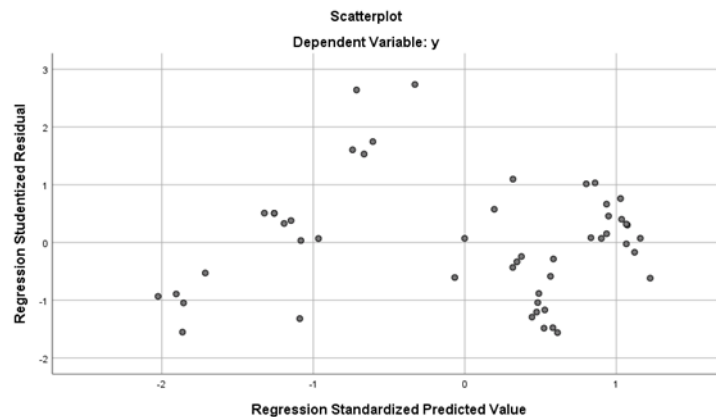


Figure 1. Scatterplot of the Heteroscedasticity Test

Figure 1 shows the distribution of standardized residuals against standardized predicted values. The residual points were distributed above and below the zero line without forming a clear systematic pattern, including no apparent funnel-shaped or wave-shaped pattern. Therefore, the scatterplot did not indicate a clear heteroscedasticity pattern in the regression model.

Multiple linear regression analysis was conducted to examine the partial effects of effective maternal communication and maternal parenting knowledge on students' emotion regulation. The results are presented in Table 2.

Table 2. Multiple Linear Regression Coefficients

Predictor	B	SE	β	t	p
Constant	-2.597	4.798	—	-0.541	.591
Effective maternal communication	0.534	0.088	0.463	6.037	< .001
Maternal parenting knowledge	0.478	0.068	0.540	7.046	< .001

Table 2 shows that effective maternal communication had a positive and statistically significant effect on students' emotion regulation ($B = 0.534$, $\beta = 0.463$, $t = 6.037$, $p < .001$). Maternal parenting knowledge also had a positive and statistically significant effect on students' emotion regulation ($B = 0.478$, $\beta = 0.540$, $t = 7.046$, $p < .001$). The resulting regression equation was $Y = -2.597 + 0.534X_1 + 0.478X_2$. The simultaneous effect of effective maternal communication and maternal parenting knowledge on students' emotion regulation was examined using the F-test.

Table 3. Analysis of Variance for the Regression Model

Model	Sum of Squares	df	Mean Square	F	p
Regression	11,807.010	2	5,903.505	165.454	< .001
Residual	1,676.990	47	35.681		
Total	13,484.000	49			

Table 3 shows that the regression model was statistically significant, with $F = 165.454$ and $p < .001$. Thus, effective maternal communication and maternal parenting knowledge jointly produced a statistically significant effect on students' emotion regulation. The coefficient of determination was calculated to determine the proportion of variance in students' emotion regulation explained by effective maternal communication and maternal parenting knowledge.

Table 4. Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.936	0.876	0.870	5.973

Table 4 shows that the regression model produced an R value of 0.936 and an R² value of 0.876. The two independent variables therefore explained 87.6% of the variance in students' emotion regulation, while the remaining 12.4% was attributable to factors outside the regression model. The adjusted R² was 0.870, with a standard error of the estimate of 5.973.

Overall, the statistical analysis showed positive and statistically significant effects of both independent variables on students' emotion regulation. Effective maternal communication had a significant positive effect ($t = 6.037$, $p < .001$), while maternal parenting knowledge also had a significant positive effect ($t = 7.046$, $p < .001$). The two variables simultaneously produced a significant regression model ($F = 165.454$, $p < .001$), with an R² of 0.876.

Discussion

The present findings showed that effective maternal communication had a positive and significant effect on students' emotion regulation ($t = 6.037$, $p < .001$). This finding is consistent with previous literature emphasizing the role of responsive parent-child communication in children's emotional development. Effective communication characterized by openness, empathy, support, positivity, and equality can provide children with opportunities to express emotions safely and receive appropriate responses. The finding also corresponds with Gao et al. (2024), who reported that responsive and empathetic parental communication was associated with better emotional understanding and management. Similarly, Jeon and Park (2024) highlighted the importance of emotional validation in parent-child interactions. Thus, the present result reinforces existing evidence that communication is not merely informational but functions as an interpersonal mechanism through which children learn to recognize, understand, and regulate emotional responses across family interactions (Graziano et al., 2022).

The significant effect of maternal parenting knowledge on students' emotion regulation ($t = 7.046$, $p < .001$) is also consistent with existing literature. Parenting knowledge represents an important component of parental cognition

because it shapes how mothers interpret children's developmental characteristics, needs, and behavior. Parents with adequate knowledge are more likely to provide developmentally appropriate and emotionally responsive guidance (Jeong et al., 2021). The present finding is further aligned with Sanders and Turner (2023), who emphasized the importance of parental understanding in responsive caregiving, and with Sansone (2024), who connected mindful and responsive parenting with children's emotional development. Therefore, the result supports the view that parenting knowledge contributes to children's regulation not only through what mothers know, but also through how that knowledge is translated into sensitive responses, emotional guidance, and consistent daily interactions.

The simultaneous effect of effective maternal communication and maternal parenting knowledge was significant ($F = 165.454$, $p < .001$), with an R^2 of .876. This indicates that the two variables jointly explained 87.6% of the variance in students' emotion regulation, whereas 12.4% was associated with factors outside the model. The magnitude of the combined contribution extends previous research because earlier studies have generally examined communication, parenting responsiveness, mindful parenting, or parental emotional functioning as related but separate dimensions. The present finding is therefore consistent with the broader literature while providing a more integrated empirical explanation (Havighurst et al., 2020). It suggests that the interpersonal quality of communication and the cognitive foundation of parenting knowledge should be considered together when examining children's emotional regulation, particularly during late childhood when parental guidance remains important.

The findings also have theoretical implications for understanding emotional regulation as a relationally developed capacity. Gross's model emphasizes processes through which emotional responses are monitored, evaluated, and modified, while Thompson's concept of co-regulation explains how these capacities initially develop through interactions with caregivers. The present results provide empirical support for linking these perspectives with interpersonal communication and parental cognition. Effective communication may provide the relational context for emotional learning, whereas parenting knowledge may help mothers select responses that correspond to children's developmental needs (Gao et al., 2024). This interpretation is also compatible with attachment theory and emotion coaching, which emphasize responsive relationships and emotionally supportive. The findings therefore strengthen an integrated theoretical framework in which children's emotional regulation is shaped by both the quality of interaction and the knowledge underlying parental responses.

The practical implications are directly relevant for families, schools, practitioners, and child development programs. The findings suggest that programs designed to strengthen children's emotional regulation should not focus exclusively on children's individual skills, but should also strengthen mothers' communication competencies and parenting knowledge. Parent education can emphasize listening, empathy, emotional validation, positive expression, and developmentally appropriate responses. Schools can complement these efforts through parent workshops, counseling programs, and structured communication between teachers and families. From an Islamic psychology perspective, these practices can be connected with the family's educational role through example, habituation (Lindsey, 2021), and constructive advice, integrating cognitive, emotional, and spiritual dimensions of parenting. Such an approach may support children in developing emotional balance while strengthening the family as an important environment for character and psychological development and family resilience.

The novelty of this study lies in examining effective maternal communication and parenting knowledge simultaneously as predictors of emotion regulation among late elementary school students aged 11–12 years. Previous studies have highlighted responsive parenting, communication, emotional validation, mindful parenting, and parental emotional functioning, but these dimensions have often been investigated separately (Jeon & Park, 2024; Sansone et al., 2024). By integrating the interpersonal and cognitive dimensions of maternal parenting, this study addresses that gap and contributes a more comprehensive model of children's emotional regulation. Its contribution is both empirical and practical: it demonstrates the substantial explanatory contribution of two family-based factors and provides a basis for developing integrated parent-support interventions (Somerville et al., 2024). The findings also extend family-centered perspectives in Islamic psychology by emphasizing communication, knowledge, and emotional guidance as interconnected elements of children's development.

CONCLUSION

This study demonstrates that effective maternal communication and maternal parenting knowledge are both important predictors of emotion regulation among late elementary school students, with the two variables jointly explaining 87.6% of the variance in emotion regulation. The main lesson is that children's emotional development is not formed independently but is closely related to the quality of maternal interaction and the adequacy of parenting knowledge, highlighting the importance of strengthening both dimensions simultaneously. Scientifically, the study contributes to developmental and

parenting psychology by integrating interpersonal communication and maternal parenting knowledge within a single empirical model, while also extending the discussion of family-based emotional development within an Islamic psychology perspective. Nevertheless, the findings should be interpreted within the study's limitations, particularly the use of a relatively limited population and cross-sectional correlational design, which restricts broader generalization and does not provide strong evidence of causal relationships. Future research should therefore involve larger and more diverse samples, longitudinal or mixed-method designs, and additional variables such as paternal involvement, child temperament, socioeconomic conditions, and peer influence. Future studies may also develop and empirically validate instruments specifically grounded in Islamic psychology constructs to strengthen the integration of psychological science and Islamic perspectives.

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