

Positive Parenting Psychoeducation to Reduce Parenting Stress in Young Mothers

Tenia Kurniawati¹

¹Magister Psikologi, Universitas Muhammadiyah Malang, Indonesia

Email: tenia.kurniaassem@gmail.com

Abstract. Parenting stress is a significant mental health concern among young mothers, especially in vulnerable settings such as Tambrauw Regency, Southwest Papua, where early marriage, low education, poverty, and displacement are prevalent. These challenges increase the risk of maladaptive parenting practices, including verbal, emotional, and physical violence toward children. This study aimed to implement a positive parenting psychoeducation program to reduce parenting stress among young mothers in the PAUD Permata Fef Parents Association. The program was designed based on Bronfenbrenner's ecological systems theory and delivered over two days using lectures, discussions, role-play, games, and workshops in group and individual formats. A one-group pretest-posttest design was employed with 10 participants aged 17–30 years, most of whom married between 13–18 years old and had low educational backgrounds. Data were analyzed using a paired samples t-test. Results showed a significant difference between pretest ($M = 78.70$; $SD = 7.26$) and posttest scores ($M = 74.80$; $SD = 6.76$), $t(9) = 10.301$, $p < .001$, with a large effect size (Cohen's $d \approx 3.26$). The 3.9-point decrease was interpreted as a post-intervention dip, reflecting increased self-awareness rather than program failure. Participants became more realistic in evaluating their parenting practices after gaining insights. Qualitative observations indicated that the program fostered emotional awareness, social support, and practical skills such as cognitive restructuring, positive communication, emotional regulation, and mindful parenting. The findings suggest that positive parenting psychoeducation is a promising intervention, although follow-up sessions are needed to assess long-term behavioral changes.

Keywords: Parenting Stress, Positive Parenting, Psychoeducation, Young Mothers, Self-Awareness

Received: January 11, 2026

Received in Revised: February 19, 2026

Accepted: March 20, 2026

INTRODUCTION

Stress is one of the forms of disturbance emerging in mental health as a response to pressure or demands experienced by individuals (Sushmitha & Mathias, 2023; Marten & Wilkerson, 2003). If stress is not handled with good conditions, this can impact widely in various aspects: psychological, economic, and social in a person's life. Prolonged stress can also lower an individual's ability to operate in their daily role as well as influence the quality of connection with the environment surrounding them (Maeng & Shors, 2012; Berto, 2014; Gidlöf-Gunnarsson & Öhrström, 2007). Conditions of prolonged stress without proper handling can lower the quality of life of an individual as well as hinder their role in everyday life. One of the things that become a source of stress is the practice of parenting, which specifically occurs in mothers aged 17–30 years (Indrawati, 2020; Daulay, 2016; Prastini, 2022; Rahayu et al., 2019). Responsible answers to great care often come simultaneously with limitations in a mother's experience and mental readiness. Age-mature young or normal called mature beginning is a transition period from teenager towards adulthood, starting at the age of 18 to with 40 years (Hurlock, 1991).

Amiot et al. (2010) said that, in the phase this, individual Still is at in stage search for identity at a time adapt with various role new in his life. Santrock explains that adulthood young is period transition involving change physical, development cognitive, as well as adjustment in role social (Santrock, 1999). The changes that occur in a way simultaneously This often cause pressure psychological that is not light. Transition period the make individual easy experience various pressure moreover for women who have become mother (Darvill et al., 2010; Millward, 2006; Lorén et al., 2024; Barclay et al., 1997). Dual role as individuals and as parents demand ability high adaptation. The transition experienced Good from in himself, from family, and at the time school taking place at the same time (Wulandari & Afiatin, 2020).

Conditions This make Mother young must share attention and energy on various demands in a way simultaneous (Wahler & Dumas, 1989; Feldman, 2007). Practice parenting be one of source stress experienced by mothers in adulthood young moreover Again in parenting child the first one that still aged early. Lack of knowledge about pattern proper care can make things worse perceived pressure mother. In case This support social is what is needed in handling stress in mothers (Fitriani & Nuryati, 2019). Support from couples, families, and environment around can provide a sense of security, increase trust yourself, and help Mother young operate role parenting with a better way positive and adaptive. Presence support social also plays a role in reduce burden emotional feelings mother, so that He No feel face challenge parenting a self (Nelson et al., 2014; Cardinali et al., 2019). In addition, consistent support can help Mother young get source information, motivation, and calm psychological in face various difficulty during the care process (Bloomfield et al., 2005; Murphy et al., 2012; McLeish & Redshaw, 2017).

Self-compassion has role important in help Mother manage stress that arises during the care process child 's attitude compassion love to self Alone make Mother more capable accept limitations, forgiveness error, and not too hard in evaluate self when face difficulty in parenting children. With so, mother can respond pressure parenting in a way more calm, realistic, and adaptive (Kristiana, 2017). Ability Mother For behave be gentle with yourself Alone can help reduce pressure emotional moment face difficulty in parenting. Attitude This make Mother more capable accept situation with calm without blame self in a way excessive. However, the presence of a children can also increase level stress on the mother Because existence demands not quite enough answer new ones that require readiness physical, emotional, and mental (Sari et al., 2015).

Changes sudden role demand Mother For adapt with not quite enough answer new that is not always easy lived. On mother young people who have child age early sued far more big in pouring various attention and love love. Demands This often make Mother feel must always present optimally without notice need himself alone. This is due to age early is the golden age or age period gold where at that time are critical times growth and development. In the phase This every interaction small between mother and child own influence big to development children in the future (Martin, 1981).

At that time child must given stimulation as much as possible Because will influence development next (Santrock, 1999). Lack of understanding about importance proper stimulation can add burden thought Mother in operate his role Because Mother feel doubtful whether Already give optimal care. In fact, the power record children in the *golden age* very much outside normal so that every interaction, speech, and treatment from parents easy absorbed and influenced development children (Anggraini & Kuswanto, 2019).

Children with easy absorb various behavior and emotions shown by parents in daily life (Saxena & Aggarwal, 2010; Eisenberg et al., 1996; Saarni, 2007; Dix, 1991). Because of that That matter This become challenge for mothers who finally make Mother young stressed in parenting his children. The data shows Mother young own possibility vulnerability more tall For involved in risky behavior (for example, use of drugs and experienced symptom stress, with level currently until symptom stress critical found in between 30–60% of Mother young. Vulnerability This appear Because pressure psychological that is not balanced with mental readiness and support

adequate environment. Young mother face a number of adjustment big for identity they and they are very vulnerable experience depression post partum, stress, and feelings isolated (Coates et al., 2014).

Changes drastic role from teenager becoming parents often make mother young feel lost direction and difficulty understand himself alone in new role. Stress in mothers young people will also impact on practice parenting, one of them in form action violence to child. Condition fatigue psychological, pressure economy, conflict with couples, and lack of support social can become originator emergence behavior aggressive in parenting (Fitriani & Nuryati, 2019; Wulandari & Afiatin, 2020). Violence to child often identified as violence visible eyes, such as violence physical and sexual. However in practice everyday, violence more often appear in verbal and emotional forms that are considered reasonable by parents (Koller & Darida, 2020; Mayhew & Chappell, 2007).

Violence that is psychological and social (structural also bring impact bad and permanent in children because can influence development emotions, sense of security, and formation personality child in term long (Cicchetti & Lynch, 1993). Impact This often not seen in a way directly, but can appear in form low trust self, difficulties interact social, up to disturbance mental health when child move on mature (Jivanjee et al., 2009; Fonagy, 2003; Rutter, 1995). Lack knowledge about pattern proper care as well as low ability regulations emotion Mother participate enlarge risk occurrence violence this. Condition the make Mother more easy react in a way impulsive when face behavior children who are considered difficult or tiring. Besides, mother tend use ways wrong discipline Because copy pattern parenting ever He accept previously without understand the impact for development children (Kristiana, 2017).

Violence to child is action violence physical, psychological, verbal violence, actions neglect or neglect, as well as abuse sexual. Inherited parenting patterns from childhood experiences of parents and harsh environments can also become factor trigger occurrence violence (Santröck, 1999; Brooks, 2001). Violence is also defined as as persecution, torture, or wrongful treatment by individuals and group. In the context of family, action This often appear as overflow emotion spontaneous consequence stress that is not managed with good (Maeng & Shors, 2012).

Violence can explained as something actions that cause injury, good in a way physique and psychological, as well as result in damage to development children (Garbarino, 2001; Ferrara et al., 2019). Violence the in the form of violence physique like hitting, pinching, pulling, and slapping; and violence emotional and verbal such as swearing, insulting child, scold, threaten, blame child abuse ability child, calling child with bad name calling, scaring, shouting, yelling, threatening children, and neglect. If ongoing continuous, condition This can form pattern repeated violence in cycle parenting between generation (Widom & Wilson, 2014; Siegel, 2013).

Regency Tambrauw is an area in Southwest Papua Province which has stunting rate is sufficient high, besides That number separated schools are also classified as high. Condition This show existence problem serious about quality health and education a society that supports each other related One each other (Ministry of Health of the Republic of Indonesia, 2022; BPS, 2023). Poverty rate extreme also makes things worse conditions of the Regency area Tambrauw so that need get intervention more. Prolonged poverty often impact on low access to service health, education and welfare family (BPS, 2023). The marriage rate is below age is also sufficient high, many children who dropped out school Then married (live) together without married and giving birth child. Phenomenon wedding early This known correlated with low readiness psychological in operate role as parents (Santröck, 1999; Cowan et al., 2013; Najmudin et al., 2025; Gottman, 1998).

Children growing on the hand mothers who are still Enough young even Still status children, so that condition This can influence maternal mental health. Maturity emotions that have not been develop optimally create Mother young more prone to experience stress parenting. In addition, limitations experience life and skills parenting can make Mother feel overwhelmed in face demands role as parents. (Hurlock, 1991; Fitriani & Nuryati, 2019). Symptoms stress is one

of the frequent mental disorders found, therefore support social need given to moms young in parenting his son. Support from family, partner, and environment social proven play a role important in help Mother young operate parenting in a way more adaptive (Wulandari & Afiatin, 2020).

METHODS

This study used a one-group pretest–posttest design, involving only one group without a control group. This design was used to examine changes in parenting stress levels before and after a positive parenting psychoeducational intervention. The researchers acknowledged this design's limitations, as it cannot fully confirm that the changes were solely due to the intervention. The research subjects were 10 young mothers who are members of the Permata Fef PAUD parent community in Tambrauw Regency. These criteria include: Age 18–30 years Married at a very early age (average 15 years old) Low education (the majority only graduated from elementary school, some even had no formal education) Having children aged 3–8 years Living in refugee camps due to armed conflict These characteristics make the participants a highly vulnerable group to parenting stress. Intervention (Positive Parenting Psychoeducation) The intervention was conducted over two days using a group approach using a combination of methods: Lectures Group discussions Cooperative learning Roleplay Games Workshops The material provided included: Cognitive restructuring (changing negative maternal thoughts) Positive communication (active listening, emotional validation) Child behavior management Maternal self-care and emotional regulation. Mindful parenting the series of activities was systematically arranged, starting with a pre-test, sharing experiences, providing materials, direct practice, and reflection. Research Instrument The instrument used was a 25-item parenting stress questionnaire covering four aspects: Mother's emotional aspects Childcare difficulties social support Financial and work aspects The total score ranged from 25–125, with categories ranging from low to very high stress. Data Analysis Techniques Data were analyzed using a paired samples t-test to determine differences between pre-test and post-test scores. The results showed: Mean pre-test = 78.70 (SD = 7.26) Mean post-test = 74.80 (SD = 6.76) $t(9) = 10.301$; $p < 0.001$ The effect size was very large (Cohen's $d \approx 3.26$). This analysis indicates a significant difference after the intervention.

RESULTS AND DISCUSSION

Descriptive analysis showed a difference between pre-test and post-test scores among the 10 young mother participants from the PAUD Permata Fef Tambrauw community.

Table 1. Pretest and Posttest Scores.

Measure	Mean	SD	N
Pre-test	78,70	7,26	10
Sample	74,80	6,76	10

The paired samples t-test indicated a statistically significant difference between scores before and after the intervention: $t(9) = 10.301$, $p < 0.001$ 95% CI [3.04, 4.76] Cohen's $d \approx 3.26$ (very large effect size) Quantitatively, the post-test mean score decreased by 3.9 points compared to the pre-test. The very strong correlation between the two measurements ($r = 0.988$) indicates a consistent pattern of change across participants. The Post-Intervention Dip Phenomenon The decrease in scores after the intervention should not be interpreted as program failure. In psychoeducational program evaluation literature, this phenomenon is known as a post-intervention dip, a temporary decline that occurs due to increased self-awareness following new understanding. Before participating in the psychoeducation sessions, participants tended to answer the questionnaire based on social desirability bias, wanting to appear as “good mothers.” After learning about positive parenting concepts, participants became more honest in acknowledging their parenting challenges. As a result, the post-test scores reflected a more realistic self-assessment.

Highly Vulnerable Participant Characteristics The participants had very specific and vulnerable characteristics: Early marriage (13–18 years old, average 15) Low educational background (mostly elementary school level) Children aged 3–8 years Living in refugee conditions due to armed conflict Limited social support and facilities These layered stressors make psychological change unlikely to occur instantly through a two-day intervention. Ongoing external stressors may override the short-term positive effects of the program. **Timing of the Immediate Post-Test** The post-test was conducted immediately after the program (immediate post-test). Literature on behavioral change shows that parenting skills require time to be internalized. Based on the Transtheoretical Model of Change (Prochaska & DiClemente), participants likely moved from: precontemplation → contemplation/preparation, but had not yet reached the action or maintenance stages. The real effects of the program are likely to emerge after participants practice the skills at home over several weeks or months.

Qualitative Success of the Program Despite the decrease in scores, qualitative findings showed meaningful program success: Normalization of mothers' stress experiences Formation of new social support networks Learning emotional regulation techniques (STOP, grounding, breathing) Understanding positive communication and cognitive restructuring Increased confidence, hope, and commitment to change Many participants expressed during reflection sessions that they felt understood, not alone, and more hopeful in their parenting journey. These therapeutic effects were not fully captured by quantitative scores.

Emotional Processing and Fatigue Throughout the program, participants engaged in deep emotional processing: sharing traumatic experiences, reflecting on their relationship with their children, and even crying during expressive activities. This emotional fatigue at the end of the second day may have influenced how participants responded to the post-test questionnaire, resulting in scores that did not reflect a stable psychological condition. **Practical Meaning of the Findings** This program did not produce instant behavioral change but successfully planted a “seed of change” in the form of: Awareness Motivation Basic parenting skills Social support networks Parenting change is a long-term process rather than a one-time event. This program provided a strong starting point for that journey.

CONCLUSION

The positive parenting psychoeducation program conducted for young mothers in the PAUD Permata Fef Tambrauw refugee community demonstrated statistically significant differences between pre-test and post-test parenting stress scores. Although the post-test scores showed a decrease, this finding should not be interpreted as a negative outcome. Instead, it reflects an increase in participants' self-awareness and more honest self-evaluation after gaining a better understanding of positive parenting concepts. The program successfully created a safe space for participants to normalize their parenting stress experiences, learn emotional regulation techniques, understand positive communication strategies, and build social support networks. These qualitative improvements indicate that the program initiated an internal psychological change process, even though immediate behavioral change was not yet observable. Considering the highly vulnerable characteristics of the participants early marriage, low education, traumatic refugee experiences, and limited resources the two-day intervention served as an important starting point rather than a complete solution for reducing parenting stress

SUGGESTION

Based on the findings and limitations of this study, several recommendations are proposed: (1) **Booster Sessions** Follow-up sessions should be conducted regularly (e.g., monthly for 3–6 months) to reinforce learned skills and support the internalization of positive parenting practices; (2) **Individual or Small Group Counseling** Some participants require more intensive psychological assistance due to trauma history and high stress levels that cannot be fully addressed in group psychoeducation; (3) **Family and Partner Involvement** Parenting interventions will be more effective if husbands or other family members are involved to strengthen the support system at home; (4) **Integration with Other Services** Psychoeducation

programs should be integrated with health, economic, educational, and social services to address the multiple stressors faced by refugee mothers; (5) Literacy-Based Material Modification Considering the low educational background of participants, learning materials should emphasize visual aids and practical demonstrations rather than text-heavy content; (6) Recommendations for Future Research Future studies should include a control group and conduct follow-up post-tests several weeks or months after the intervention to capture delayed behavioral effects more accurately.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to the young mothers of the PAUD Permata Fef Tambrauw community who willingly participated in this psychoeducation program and shared their experiences with openness and courage. Deep appreciation is also extended to the facilitators, community leaders, and organizers who supported the implementation of this program in refugee conditions with limited resources. The author also acknowledges the support from the Master of Psychology Program, Universitas Muhammadiyah Malang, for academic guidance and encouragement throughout the development of this study.

REFERENCES

- Amiot, C. E., Terry, D. J., Wirawan, D., & Grice, T. A. (2010). Changes in social identities over time: The role of coping and adaptation processes. *British journal of social psychology*, 49(4), 803-826. <https://doi.org/10.1348/014466609X480624>
- Angraini, W., & Kuswanto, C. W. (2019). Teknik ceklist sebagai asesmen perkembangan sosial emosional di RA. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 2(2), 61–70. <https://doi.org/10.24042/ajipaud.v2i2.5248>
- Barclay, L., Everitt, L., Rogan, F., Schmied, V., & Wyllie, A. (1997). Becoming a mother—an analysis of women's experience of early motherhood. *Journal of advanced nursing*, 25(4), 719-728. <https://doi.org/10.1046/j.1365-2648.1997.t01-1-1997025719.x>
- Berto, R. (2014). The role of nature in coping with psycho-physiological stress: a literature review on restorativeness. *Behavioral sciences*, 4(4), 394-409. <https://doi.org/10.3390/bs4040394>
- Bloomfield, L., Kendall, S., Applin, L., RHV, V. A. R., Dearnley, K., Edwards, L., ... & Newcombe, T. (2005). A qualitative study exploring the experiences and views of mothers, health visitors and family support centre workers on the challenges and difficulties of parenting. *Health & social care in the community*, 13(1), 46-55. <https://doi.org/10.1111/j.1365-2524.2005.00527.x>
- Brooks, J. (2001). *The process of parenting*. McGraw-Hill.
- Cardinali, P., Migliorini, L., & Rania, N. (2019). The caregiving experiences of fathers and mothers of children with rare diseases in Italy: Challenges and social support perceptions. *Frontiers in psychology*, 10, 1780. <https://doi.org/10.3389/fpsyg.2019.01780>
- Cicchetti, D., & Lynch, M. (1993). Toward an ecological/transactional model of community violence and child maltreatment: Consequences for children's development. *Psychiatry*, 56(1), 96-118. <https://doi.org/10.1080/00332747.1993.11024624>
- Coates, R., Ayers, S., & De Visser, R. (2014). Women's experiences of postnatal distress: a qualitative study. *BMC pregnancy and childbirth*, 14(1), 359. <https://doi.org/10.1186/1471-2393-14-359>
- Cowan, C. P., Cowan, P. A., Heming, G., & Miller, N. B. (2013). Becoming a family: Marriage, parenting, and child development. In *Family transitions* (pp. 79-109). New York: Routledge. <https://doi.org/10.4324/9780203772393>

- Darvill, R., Skirton, H., & Farrand, P. (2010). Psychological factors that impact on women's experiences of first-time motherhood: a qualitative study of the transition. *Midwifery*, 26(3), 357-366. <https://doi.org/10.1016/j.midw.2008.07.006>
- Daulay, N. (2016). Kajian psikologi lintas budaya tentang stres pengasuhan pada ibu. *Jurnal Tarbiyah*, 23(2).
- Dix, T. (1991). The affective organization of parenting: Adaptive and maladaptive processes. *Psychological bulletin*, 110(1), 3.
- Eisenberg, N., Fabes, R. A., & Murphy, B. C. (1996). Parents' reactions to children's negative emotions: Relations to children's social competence and comforting behavior. *Child development*, 67(5), 2227-2247. <https://doi.org/10.1111/j.1467-8624.1996.tb01854.x>
- Feldman, R. (2007). Parent–infant synchrony and the construction of shared timing; physiological precursors, developmental outcomes, and risk conditions. *Journal of Child Psychology and Psychiatry*, 48(3-4), 329-354. <https://doi.org/10.1111/j.1469-7610.2006.01701.x>
- Ferrara, P., Franceschini, G., Villani, A., & Corsello, G. (2019). Physical, psychological and social impact of school violence on children. *Italian journal of pediatrics*, 45(1), 76. <https://doi.org/10.1186/s13052-019-0669-z>
- Fitriani, A., & Nuryati, I. (2019). Dukungan sosial dan tingkat stres pada ibu pasca melahirkan anak pertama. *Jurnal Psikologi Malahayati*, 1(2). <https://doi.org/10.33024/jpm.v1i2.1856>
- Fonagy, P. (2003). The development of psychopathology from infancy to adulthood: The mysterious unfolding of disturbance in time. *Infant Mental Health Journal: Official Publication of The World Association for Infant Mental Health*, 24(3), 212-239. <https://doi.org/10.1002/imhj.10053>
- Garbarino, J. (2001). An ecological perspective on the effects of violence on children. *Journal of community psychology*, 29(3). <https://doi.org/10.1002/jcop.1022>
- Gidlöf-Gunnarsson, A., & Öhrström, E. (2007). Noise and well-being in urban residential environments: The potential role of perceived availability to nearby green areas. *Landscape and urban planning*, 83(2-3), 115-126. <https://doi.org/10.1016/j.landurbplan.2007.03.003>
- Gottman, J. M. (1998). Psychology and the study of marital processes. *Annual review of psychology*, 49(1), 169-197. <https://doi.org/10.1146/annurev.psych.49.1.169>
- Hurlock, E. B. (1991). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan* (Terjemahan: Istiwijayanti & Soedjarwo). Erlangga.
- Indrawati, T. (2020). Efektivitas program positif parenting dalam mengurangi stres pengasuhan pada ibu muda. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 3(2), 201-215. <https://doi.org/10.24042/ajipaud.v3i2.7251>
- Jivanjee, P., Kruzich, J. M., & Gordon, L. J. (2009). The age of uncertainty: Parent perspectives on the transitions of young people with mental health difficulties to adulthood. *Journal of Child and Family Studies*, 18(4), 435-446. <https://doi.org/10.1007/s10826-008-9247-5>
- Koller, P., & Darida, P. (2020). Emotional behavior with verbal violence: Problems and solutions. *Interdisciplinary Journal Papier Human Review*, 1(2), 1-6. <https://doi.org/10.47667/ijphr.v1i2.41>
- Kristiana, A. I. F. (2017). Self-compassion dan stres pengasuhan ibu yang memiliki anak dengan hambatan kognitif. *Jurnal Ecopsy*, 4(1), 52. <https://doi.org/10.20527/ecopsy.v4i1.3415>
- Lorén, H., Weineland, S., & Rembeck, G. (2024). Facing a new life-The healthy transition to motherhood: What individual and environmental factors are needed? A

- phenomenological-hermeneutic study. *Midwifery*, 130, 103917. <https://doi.org/10.1016/j.midw.2024.103917>
- Maeng, L. Y., & Shors, T. J. (2012). Once a mother, always a mother: Maternal experience protects females from the negative effects of stress on learning. *Behavioral Neuroscience*, 126(1), 137–141. <https://doi.org/10.1037/a0026707>
- Marten, W. D., & Wilkerson, B. (2003). Stress, work and mental health: a global perspective. *Acta neuropsychiatrica*, 15(1), 44-53. <https://doi.org/10.1034/j.1601-5215.2003.00017.x>
- Martin, J. A. (1981). A longitudinal study of the consequences of early mother-infant interaction: A microanalytic approach. *Monographs of the Society for Research in Child Development*, i-58. <https://doi.org/10.2307/1166014>
- Mayhew, C., & Chappell, D. (2007). Workplace violence: an overview of patterns of risk and the emotional/stress consequences on targets. *International journal of law and psychiatry*, 30(4-5), 327-339.
- McLeish, J., & Redshaw, M. (2017). Mothers' accounts of the impact on emotional wellbeing of organised peer support in pregnancy and early parenthood: a qualitative study. *BMC pregnancy and childbirth*, 17(1), 28. <https://doi.org/10.1186/s12884-017-1220-0>
- Millward, L. J. (2006). The transition to motherhood in an organizational context: An interpretative phenomenological analysis. *Journal of occupational and organizational psychology*, 79(3), 315-333. <https://doi.org/10.1348/096317906X110322>
- Murphy, S. M., Zweifach, J., & Hoffman, L. (2012). The everyday concerns of mothers of young children and the motivation to seek ongoing parenting support from experts. *Early Child Development and Care*, 182(9), 1125-1137. <https://doi.org/10.1080/03004430.2011.597505>
- Najmudin, M. Z., Ishaq, I., & Nurcahyono, M. L. (2025). The Phenomenon of 'Marriage Is Scary' and the Role of Premarital Guidance in Preparing the Mental and Emotional Health of Prospective Brides and Grooms. *Academia Open*, 10(2), 10-21070.
- Nelson, S. K., Kushlev, K., & Lyubomirsky, S. (2014). The pains and pleasures of parenting: When, why, and how is parenthood associated with more or less well-being?. *Psychological bulletin*, 140(3), 846.
- Prastini, E. (2022). Pernikahan usia dini dalam tinjauan hukum dan psikologi anak. *Aufklarung: Jurnal Pendidikan, Sosial dan Humaniora*, 2(2), 43-51.
- Rahayu, A. T. D., Ni'matuzahroh, N. M., & Amalia, S. (2019). Religiusitas dan stres pengasuhan pada ibu dengan anak autis. *Jurnal ilmiah psikologi terapan*, 7(2), 252-269. <https://doi.org/10.22219/jipt.v7i2.8282>
- Rutter, M. (1995). Relationships between mental disorders in childhood and adulthood. *Acta Psychiatrica Scandinavica*, 91(2), 73-85. <https://doi.org/10.1111/j.1600-0447.1995.tb09745.x>
- Saarni, C. (2007). The development of emotional competence: Pathways for helping children to become emotionally intelligent. *Educating people to be emotionally intelligent*, 16, 15-35.
- Santrock, J. W. (1999). Lifespan Development/John W. Santrock. *University of Texas-Dallas.—7th ed.—NY: McGraw-Hill.*
- Sari, D. Y., Pranaji, D. K., & Yuliati, L. N. (2015). Stres ibu dalam mengasuh anak pada keluarga dengan anak pertama berusia di bawah dua tahun. *Jurnal Ilmu Keluarga dan Konsumen*, 8(2), 80–87. <https://doi.org/10.24156/jikk.2015.8.2.80>
- Saxena, M. K., & Aggarwal, S. (2010). Developing emotional intelligence in children-role of parents. *International Journal of Education & Allied Sciences*, 2(2).

- Siegel, J. P. (2013). Breaking the links in intergenerational violence: An emotional regulation perspective. *Family process*, 52(2), 163-178. <https://doi.org/10.1111/famp.12023>
- Sushmitha, S., & Mathias, T. (2023). Stress, a great impact on mental health. *Asian Journal of Nursing Education and Research*, 13(3), 232-237. <http://dx.doi.org/10.52711/2349-2996.2023.00050>
- Wahler, R. G., & Dumas, J. E. (1989). Attentional problems in dysfunctional mother-child interactions: an interbehavioral model. *Psychological bulletin*, 105(1), 116. <https://psycnet.apa.org/doi/10.1037/0033-2909.105.1.116>
- Widom, C. S., & Wilson, H. W. (2014). Intergenerational transmission of violence. *Violence and mental health: Its manifold faces*, 27-45. https://doi.org/10.1007/978-94-017-8999-8_2
- Wulandari, S., & Afiatin, T. (2020). Positive parenting program to improve mother efficacy in parenting teenagers. *Jurnal Psikologi*, 47(1), 30. <https://doi.org/10.22146/jpsi.44971>