



## Tuning into Kids Training to Improve Emotion Coaching's Skill of Mother With Early Childhood Children

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**Abstract:** *The aim of this study is to determine the effectiveness of Tuning in to kids training in improving the emotion coaching of mothers who have early childhood children. This research is a quasi experimental research with non randomized pretest- posttest control group design. The subjects of this study consisted of 20 people divided into two groups. Data collection was performed using Maternal Emotional Style Questionnaire scale (7 items) developed by Lagace-Seguín and Coplan (2005). Data were analyzed using Independent sample t-test. The result show that there are a significance difference emotion coaching's score between experiment and control group. The training has a great effect in improving the emotion coaching of the mother. The final result of this study is Tuning in to kids training effectively improve emotion coaching of the mother with early childhood.*

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## INTRODUCTION

Early childhood begins at the age of 2 years to 6 years (Hurlock, 1996). This period is a golden age because many aspects are developing rapidly at this age, one of which is emotional development. A characteristic feature of emotional development in early childhood is the emergence of strong and explosive emotions. Children become difficult to be guided and directed at this age. The dominant emotions that arise are anger, intense fear and high envy towards relatives or friends. This is evident in

almost all periods of early childhood (Hurlock, 1996).

At this time children will tend to be offended if warned because usually parents only allow children to do a few things, even though the child feels that he is capable of many more things so that in the end the child will reject the parent's prohibition and tend to rebel. Children will explode with anger if they cannot do something they think they can do easily or cannot do what they want (Murni, 2017).

Because of the strong and explosive emotions, children in early

childhood are expected to be able to regulate their emotions in order to be able to control emotional expression in accordance with social demands. Children who often experience negative emotions and difficulties in regulating their emotions will be the initial cause of behavioral problems and become an important indicator of the emergence of other problems in the future (Havighurst, Wilson, Harley, & Prior, 2009). Emotional dysregulation often causes problems for children in the future such as aggression and low social competence (Denham, Ferrier, Howarth, Herndon, & Basset, 2016).

Children are not able to develop the ability to regulate their emotions independently. Children need the help of others, especially parents to help them learn about emotions and how to regulate the emotions they feel (Moris, Criss, Silk, Houlter, 2017). Discussion and good quality of communication about emotions as well as a warm relationship between children and parents can help children to express their emotions better. Children are also helped to reflect, interpret and evaluate the causes and consequences of their emotions (Denham, Basset, & Wyatt, 2015).

The way parents respond to their children's emotions in early childhood will affect the child's ability to regulate their emotions (Havighurst, et al, 2013). Goleman (1995) also explains that the ways that parents use to deal with their children's problems provide lessons that leave an imprint on their child's emotional development. Therefore, parents are expected to be able to assist children in understanding, regulating and expressing emotions appropriately (Wilson, Havighurst, & Harley, 2012).

Parents belief that emotions are important for a child's development shows that he has an awareness of emotional acceptance. He will try to accept all the

emotions that the child feels, either positive emotions or negative emotions (Castro, 2015). Parents who are expressive, provide supportive reactions to negative emotions shown by children, and discuss with children about emotions (eg labeling emotions, explaining causes and consequences of emotions) are associated with better socioemotional abilities in children. This response is called emotion coaching.

Emotion coaching explains the concept of parents being aware of their child's emotions and trying to form an emotional connection with their child (Gottman, Katz & Hooven, 1996). Emotion coaching is also characterized by the attitude of parents in accepting children's emotions, acknowledging the emotions felt by children and conducting verbal coaching so that children understand what they are feeling, express emotions in appropriate ways and overcome their own emotions (Dunsmore, Booker & Ollendick, 2013).

Emotion coaching will help children to understand that the emotions they feel are acceptable, teach boundaries and rules for expressing emotions, and help children develop emotion regulation (Rose, McGuire-Snieckus, & Gilbert, 2015).

The results showed that children who received emotion coaching from their parents had better cognitive abilities, stronger social skills, showed prosocial behavior, and had fewer physical complaints than other children whose parents had different parenting styles (Havighurst, et al, 2013). In addition, children will also learn to trust their feelings, regulate their own emotions and solve the problems. They have high self-esteem and enable to learn well and establish good relationships with others (Gottman & De Claire, 1997). Many research reported that emotion coaching have related with better emotional

regulation in children (Wilson, dkk, 2014 ; Ornaghi, Pepe, Agliati, & Grazzani, 2019).

But in reality, there are still many parents who have not been able to respond to their children's emotions appropriately according to the characteristics of emotion coaching. The results of research conducted by Wandansari (2020) showed that mother of children aged 3-6 year have a low level of emotion coaching (92% of 147 participant). As a result, most of these parents respond to their children's negative emotions in inappropriate ways, causing behavioral problems in their children. None of the research subjects had a high level of emotion coaching. This means that the majority of mothers do not apply emotion coaching in dealing with their children's emotions. This can be seen in all subjects, whether they have sons or daughters, aged 3 to 6 years, as well as in mothers who work or not.

Intan, Kurniawati and Handayani (2017) also stated that there are still many parents who use negative ways in responding to children's emotions. Cahyono (2010) found that there was still a high rate of corporal punishment and threats made by parents in dealing with children's negative emotions. The physical punishment that parents often give is pinching and pinching. In addition, parents also provide for example fathers, teachers or security guards will be angry if they do not obey.

The researchers also got the same results when conducting interviews with 9 mothers who stated that they gave punishment to their children if they expressed negative emotions. This is done because negative emotions are considered as something that is not good so they must be suppressed and eliminated. Parents also tend to underestimate how their children feel about something, even more so if they think it's not emotional for them.

This response will have an impact on the emotional development of children in the future. Children will have difficulty in regulating their emotions if parents respond negatively to their children's emotions (Gottman & De Claire, 1997) and cannot express what they feel appropriately, so they are at risk of causing behavioral problems in the future (Gottman, Katz, Hooven, 1996).

The emotional coaching ability of parents is influenced by several factors, namely family background, socioeconomic status, education and lack of parental knowledge about parenting. Sanders and Morawska (2005) explain that inappropriate parenting can be caused by a lack of parental understanding of parenting skills. Parents who have knowledge of parenting skills will be more sensitive in responding to children's emotions. The results of interviews that researchers conducted with 9 respondents showed that they did not know how to properly respond to children who were angry, upset or when they were doing aggressive behavior. So that when their children express negative emotions, they will ignore them because they think that their emotions will go away on their own or even punish them so that they stop expressing their emotions.

Some methods to increase parental emotion coaching are Parent Child Interactive Play (PCIT), Positive Parenting Program (Triple P), Parent Management Training (PMT) and Tuning in to kids training. This study will examine the effectiveness of the Tuning in to kids training in increasing mother's emotion coaching. Tuning in to kids training is an emotion-focused parenting program that will teach parents emotion coaching and self-care techniques with the aim of increasing parents' awareness of their own and their child's emotions and how to regulate them.

In addition, parents will also be taught how to respond emotionally when

their child is emotional. Tuning in to kids training will increase emotion coaching for parents. Emotion coaching skills taught to parents will help children to learn about emotions and regulate their emotions, with the additional aim of improving the relationship between children and parents, thereby preventing or overcoming behavioral problems in children (Havighurst, Kehoe, Harley, & Wilson, 2015).

Another advantage of this program is the training method used provides benefits where training members can learn from each other. Training is a process designed to facilitate the learning process for participants who participate in it with the aim that training participants can master the knowledge, skills and behaviors trained in the training so that they can be applied in everyday life (Bray, 2009).

In addition, Tuning in to kids training also teaches parents or participants how to respond to children's emotional needs through teaching about emotions and guiding children to develop their emotional abilities (Wilson, Havighurst, Harley, 2011). Parents will also be trained to be responsive to their children's emotions. Abilities of parents to respond appropriately to their children's emotions will influence on children's emotional development (Havighurst, Wilson, Harley, Prior & Kehoe, 2010).

Several previous studies have been conducted to see the effectiveness of this Tuning in to kids training to improve the emotion coaching ability of parents. As research conducted by Havighurst et al (2010) showed that Tuning in to kids training can increase parents' emotional awareness and emotional regulation, improve emotion coaching skills and establish more positive relationships with children. Parenting like this is able to prevent the emergence of behavioral problems in children.

Based on the results of the literature study that the author conducted on journals and books, not many studies have been conducted to see the effectiveness of Tuning in to kids training to improve mother's emotion coaching ability. Research on emotion coaching that has been conducted in Indonesia is the research conducted by Christianty (2010). The results of his research show that emotion coaching carried out by parents has a relationship with emotional intelligence in children with a correlation coefficient value of 0.741 (strong enough). In addition, the results of research conducted by Christianty (2010) also show that the emotion coaching ability possessed by parents is currently still in the low category so that efforts need to be made to improve this ability.

Another study that tested the effectiveness of Tuning in to kids training in increasing the practice of appropriate emotion socialization from parents to preschoolers was carried out by Wilson, Havighurst and Harley (2011). The study was conducted on 128 parents of children aged 4 years to 5 years 11 months who were randomized into two groups, namely the group experimental and control groups (waitlist). Measurements were carried out twice, namely before and after the intervention. The results showed that there was a decrease in parental trust in dismissing emotion and a decrease in dismissive behavior in responding to children and an increase in coaching practices carried out in responding to negative emotions in children. After a follow-up at a later date, there was also a change in the child's behavior where parents and teachers reported that there was a significant reduction in behavior problems that were previously shown by the child.

These results are similar to previous research conducted by Havighurst, Wilson, Harley, Prior and Kehoe (2010) which showed that parental

Tuning in to kids training can increase emotional awareness and emotional regulation in parents. In addition, it also increases the ability of emotion coaching and decreases dismissive behavior in parents with the added benefit of increasing the positive relationship between children and parents emotionally. Changes in children are also seen where children show an increase in knowledge about emotions and a decrease in behavioral problems reported by parents and teachers.

Subsequent research conducted by Havighurst, Kehoe, Harley and Wilson (2015) is devoted to looking at the effectiveness of Tuning in to kids training as a parenting intervention that focuses on emotions to overcome behavioral problems in children. Tuning in to kids training conducted in this study aims to increase parental awareness and responsiveness to emotions themselves and their children. This is done with the aim of improving the quality of the relationship between children and parents as well as developing children's emotional competence which will positively affect the child's behavioral function.

Based on the results of the literature study, researchers found that Tuning in to kids training had never been carried out in Indonesia to increase mother's emotion coaching. For this reason, researchers want to see the effectiveness of the program in different settings and cultures. The results of this study are expected to be used as reference material in making further parenting programs, especially those related to how to respond to children's emotions. Given the importance of these abilities in developing children's emotional competence,

Subsequent research conducted by Havighurst et al (2013) also showed the same result, namely the emotion coaching skills that parents have after attending the

Tuning in to kids training session can reduce behavioral problems in children. Recent research conducted by Havighurst, Kehoe, Harley, and Wilson (2015) shows that Tuning in to kids training can improve parenting skills and reduce emotional and behavioral problems in children of various age groups in both community samples and clinical samples. Research on emotion coaching that has been conducted in Indonesia is similar to the research conducted by Christianty (2010). The results of his research show that there is a relationship between emotion coaching and emotional intelligence in middle childhood.

Based on this background, researcher wants to know the effect of tuning into kids to improve emotion coaching's skill of mother with early childhood children.

## **METHOD**

This research is a quantitative approach with a quasi-experimental type of research. The design used in this study was a nonrandomized pretest posttest control group design so as to allow researchers to give treatment to research subjects where the effects of the treatment would then be observed and measured.

The subjects of this study were mothers who had children aged 2-6 years and had a lower emotion coaching score than the emotion dismissing score based on the MESQ measuring instrument. The subjects in this study consisted of 20 people who were divided into a control group and an experimental group. The training was only given to the experimental group.

Data was collected before and after the intervention using the Maternal Emotional Style Questionnaire (MESQ). MESQ is used to see how mothers view their children's emotions. This measuring instrument measures the mother's attitude

in responding to the child's emotions. This attitude needs to be measured because the attitude will affect the mother's subsequent behavior. MESQ consists of two dimensions, namely emotion coaching and emotion dismissing.

Lagace-Seguin and Coplan (2005) have tested the validity using the Confirmatory Factor Analysis (CFA) method to confirm that each item is on the right dimension. This can be seen from the factor loading value of each item which is higher on certain factors, thus indicating that the item represents certain factors. For the emotion coaching dimension, each item has a factor loading value ranging from 0.83-0.88 and for the emotion dismissing dimension, each item has a factor loading value of 0.75-0.80. Meanwhile, the results of the reliability test conducted by Lagace-Seguin and Coplan (2005) showed that the MESQ measuring instrument has high reliability with reliability coefficient values of 0.92 for the coaching emotion dimension and 0.90 for the emotion dismissing dimension, respectively.

The outline of this training is an adaptation of the program design developed by Havighurst and Harley (2007) based on the theory of Gottman and DeClaire (1997). This is the outline of the training :

**Tabel 1.** Training Outline

Session	Objectives
I	1. Building rapport with training members 2. Pretest
II	1. Members know the general purpose of the training 2. Training members understand the outline of the training 3. Training members committed to following the training session till completed
III	1. Knowing the mother's initial knowledge about emotional socialization to children 2. Increase mother's knowledge about the importance of proper emotional socialization to

	children
IV	1. Increasing the sensitivity of training members in realizing the emotions they feel 2. Training members are able to accept the emotion felt by the child
V	Increasing mother's empathy for the child's feeling
VI	1. Members understand the importance of labeling or naming emotions for children emotion development 2. Members understand the importance of problem solving for children's emotional development
VII	Members enable to manage their emotions their emotions through simple relaxation
VIII	1. Ending the training session 2. Post-test

Data analysis was performed using SPSS 20 for windows. Statistical analysis carried out was a paired-sample t test to see the difference between emotion coaching scores before and after training and an independent sample t - test to see differences in emotion coaching scores of research subjects in the experimental group and the control group. The statistical results that have been obtained can also be used to calculate the effect size. The aim is to determine the effect of a variable on other variables, the magnitude of the difference and the relationship that is free from the influence of the independent variable (Santoso, 2010). Effect size is useful to see the level of effectiveness of the intervention results that have been given, so that the effectiveness of the Tuning into Kids training can be made in increasing mother's emotion coaching.

## RESULTS AND DISCUSSION

The results of statistical analysis showed that there were differences in the emotional coaching scores of mothers in the experimental group before and after attending the Tuning in to kids training. In contrast to the control group, where the

results of statistical analysis showed that there was no significant difference between the mother's emotion coaching scores in the control group before and after the study was conducted. There was no difference in emotion coaching scores in the control group subjects because the control group did not receive Tuning in to kids training as did the experimental group.

**Tabel 2.** Paired Sample t-test (Experiment Group)

Variable	Data	Mean	Std. Dev	Sig. 2 taile d
Emotion coachin g	Pretest	22.500 0	4.3779 8	0.00 2
	Posttes t	27.500 0	3.3416 6	

The table above shows that there is a significant difference between the group's emotion coaching scores before and after participating in the tuning into kids training

**Tabel 3.** Paired Sample t-test (Control Group)

Variable	Data	Mean	Std. Dev	Sig. 2 taile d
Emotion coachin g	Pretest	23.560 0	4.5753 0	0.44 3
	Posttes t	23.200 0	3.5839 2	

The table above shows that there is no significant difference between the group's emotion coaching scores before and after participating in the tuning into kids training.

**Tabel 4. Independent sample t-test**

Data	Group	Sig. (2 tailed)
Gain score emotion coaching	Experiment and control	0,011

The table above shows that the significance value of the gain score for emotion coaching is 0.011 ( $p < 0.05$ ). This means that there is a significant difference in the gain score of emotion coaching between the experimental group and the control group. This difference was caused because the experimental group was given Tuning in to kids training which could increase the subject's emotion coaching while the control group was not given the same treatment.

Analytical statistic showed that there was a significant difference between the emotion coaching mothers pre and post received Tuning into Kids Training. The experiment was compared with mothers who did not receive Tuning in to kids training in the control group. When viewed from the effect size value, Tuning in to kids training has a big effect in increasing mother's emotion coaching. This shows that the Tuning in to kids training provided can increase knowledge, understanding and appropriate parenting skills in dealing with children who are emotional in mothers who have early childhood children.

The results of this study support previous research conducted by Havighurst et al (2010) showing that Tuning in to kids training can improve emotional socialization skills in parents of preschool-aged children. This Tuning in to kids training can increase parents' emotional awareness and emotional regulation, improve emotion coaching skills and establish more positive relationships with children. Parenting like this enable to prevent the emergence of behavioral problems in children. Recent research conducted by Havighurst, Kehoe, Harley, and Wilson (2015) shows that Tuning in to kids training can improve parenting skills and reduce emotional and behavioral problems in children of various age groups in both community samples and clinical samples.

Emotion coaching includes the awareness that the emotions felt by children are seen as opportunities for intimacy and teaching about emotions to children Gottman and De Claire (1997). Parents who do emotion coaching always validate their child's emotions, helping children to label emotions they feel and help children to solve problems related to emotional situations.

One of the factors that support the success of this training is the activeness and awareness of the training participants about the importance of training. Kirkpatrick and Kirkpatrick (2007) explained that the awareness of training members about the importance of the training they carried out was one of the factors that supported the effectiveness of the training carried out. He also added that it is important for the trainer to ensure that the training participants must be people who need the training so that they can increase their seriousness and activeness in participating in the activities in the training. This will certainly support the achievement of the training objectives.

Another thing that affects the success of the training is the discussion and sharing of experiences carried out by each training participant. This can increase their understanding of the material provided and each member of the training can learn from other training participants. Leigh (2006) explains that the opportunity to discuss and share experiences is one of the benefits that can be obtained from participating in training. The results of observations during the training activities showed that most of the training participants were actively involved in the activities carried out during the training.

The increase in the emotion coaching score showed that the experimental subject had understood the stages of emotion coaching given during the training. Most of the trainees have realized that the responses they have made

so far in responding to children's emotions are not appropriate and they have started to learn how to respond to children's emotions appropriately. The results of the qualitative analysis show that the increase in the emotion coaching score is most determined by the second stage of the 5 stages of emotion coaching, namely the acceptance stage. Before the training, the experimental subjects did not know the right way to do it after realizing that their child was being emotional. So far what has been done by the subject is to just let it be because of the view that the child's emotions will subside on their own so they don't need to be approached. Some of the subjects also scolded or showed rejection of their child's emotional expression so that the child's emotions were restrained and unresolved. After the training, the subject was able to see the child's emotions as an opportunity to approach the child in various ways. The subject was also able to analyze what approach he could take when the child was emotional, considering that each parent's approach to their child has a different approach. After the subjects were able to accept the child's emotions, they were able to see the emotions from the child's point of view.

This stage is the most important stage in the training carried out. Because this stage is the door to the next stage of emotion coaching. Parents must be able to accept children's emotions and see children's emotions as an opportunity to approach and teach (acceptance). Parents will not be able to empathize with their children's feelings if they avoid and reject their children's feelings. Whereas empathy is a core ability that must be possessed by parents in conducting emotion coaching (Gottman & DeClaire, 1997).

All stages of the training carried out by the subject proved to be able to increase understanding of the appropriate response to be given when the child was emotional. Training can also change the subject's attitude in viewing children's emotions



while at the same time having an effect on increasing the subject's emotional coaching ability. It is hoped that the change in attitude and improvement of this ability can be practiced by the subject in everyday life so that it can have a positive influence on the emotional development of his child. Research conducted by Havighurst et al. (2013) showed that the emotion coaching skills that parents have after attending the Tuning in to kids training session can reduce behavioral problems in children.

The results also describe the category of mother's emotion coaching before and after the training. Most mothers have emotion coaching scores in the medium category. This shows that mothers are quite aware of the importance of emotion coaching but have not been able to practice it optimally. So it is necessary to conduct training to improve their emotional coaching skills to be even better.

Mother's emotion coaching is influenced by many factors. One of them is culture. Culture and ethnicity influence beliefs, values and behavior in families, regardless of family background (Bowie, Carrere, Cooke, Valdivia, McAllister, & Doohan, 2011). Some families believe that negative emotions are things that need to be avoided and suppressed because they are dangerous. This is done to maintain the relationship between the child and other people, including the family. This perspective makes mothers unable to practice emotion coaching optimally before intervention because they limit themselves more to discussing negative emotions with children and teach more about suppressing negative emotions so that they do not interfere with relationships with other people. Parents tend to be more accepting of positive emotions than negative emotions.

The results of statistical analysis showed that there was an increase in mother's coaching emotion after attending the Tuning in to kids training. However,

there are some limitations in this study, including:

1. Observations of mother's emotion coaching were only carried out during the training so they could not explain more deeply how to apply mother's emotion coaching in daily life after attending the training.
2. The limitations of measuring instruments that do not provide a blueprint so that researchers cannot conduct a more detailed analysis on each aspect so that the researchers analyzed each item in order to get a more detailed picture of emotion coaching on the research subject.

## **CONCLUSION AND RECOMMENDATION**

Research finds that the Tuning in to kids training is effective in increasing the emotion coaching of mothers who have early childhood children. The Tuning in to kids training that was carried out gave a big effect in increasing the emotion coaching of mothers who had early childhood children.

This is the recommendation based on this research:

1. Suggestions for further research
  - a. The next researcher who want to examine the effectiveness of the Tuning in to kids training in improving emotion coaching, it is hoped that they can follow up after the study through observation of mother's emotion coaching during daily activities to strengthen the evaluation of the effectiveness of the training that has been carried out.
  - b. The next researcher who wants to research about emotion coaching is expected to be able to perfect the construction of the measuring tool used in order to explain emotion coaching more deeply.

2. Suggestions for research subjects

Research subjects are expected to be able to apply the learning gained from the training consistently so that it can provide benefits to children's emotional development.

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