

# Authoritarian Parenting and Emotional Regulation in Early Childhood: A Theoretical Review across Cultural Contexts

Mohammad Firman Maulana<sup>1</sup>, Rosmidar<sup>2</sup>, Sarah Nasution<sup>3</sup>, Risky Ayu Permata<sup>4</sup>

<sup>1</sup> Universitas Islam Sumatera Utara, Medan, Indonesia; mfirmam.maulana@fai.uisu.ac.id

<sup>2</sup> Universitas Dharmawangsa, Medan, Indonesia; rosmidar@dharmawangsa.ac.id

<sup>3</sup> Universitas Dharmawangsa, Medan, Indonesia; sarahnasution@dharmawangsa.ac.id

<sup>4</sup> Universitas Dharmawangsa, Medan, Indonesia; riskyayupermata@dharmawangsa.ac.id

---

## ARTICLE INFO

### Keywords:

emotion regulation;  
authoritarian parenting;  
early childhood;  
child development;  
cultural parenting norms

---

### Article history:

Received 2025-06-22

Revised 2026-01-26

Accepted 2026-03-31

---

## ABSTRACT

Emotion regulation in early childhood is a foundational competency influencing social, psychological, and academic outcomes. Parenting style, particularly authoritarian parenting characterized by high control and low emotional responsiveness, has been consistently associated with maladaptive emotional development. This study examines how authoritarian parenting shapes children's emotion regulation across cultural contexts. This study employed a qualitative library research design, synthesizing 72 peer-reviewed sources published between 2000 and 2024. Using thematic analysis, the review was guided by Erikson's psychosocial development theory, Gross's process model of emotion regulation, and Baumrind's parenting typology to identify key developmental mechanisms. Findings indicate that authoritarian parenting negatively affects children's emotional development by limiting emotional awareness, expression, and regulatory flexibility. Children exposed to rigid and emotionally dismissive environments tend to rely on maladaptive strategies such as emotional suppression and avoidance, while demonstrating reduced use of cognitive reappraisal. These patterns are associated with increased risks of anxiety, aggression, and emotional dysregulation. Neurodevelopmental evidence further suggests heightened stress reactivity under such parenting conditions. These effects are particularly pronounced in collectivist cultures where strict parenting norms are socially reinforced. Authoritarian parenting disrupts key developmental processes related to autonomy, emotional agency, and adaptive regulation strategies. Although culturally normative in some contexts, its long-term implications remain detrimental to emotional competence. The study underscores the importance of promoting emotionally responsive and autonomy-supportive parenting practices, alongside culturally sensitive interventions to enhance early childhood emotional development.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



---

## Corresponding Author:

Mohammad Firman Maulana

Universitas Islam Sumatera Utara, Medan, Indonesia; mfirmam.maulana@fai.uisu.ac.id

---

## 1. INTRODUCTION

Parental influence on children's emotional development has long been a central concern in developmental psychology and educational research. During early childhood, children acquire foundational emotional competencies that significantly shape their psychological well-being, social adjustment, and later academic functioning. Among these competencies, emotion regulation is consistently identified as a core predictor of adaptive development, influencing how children respond to stress, engage with peers, and internalize social norms.

A growing body of empirical research demonstrates that early emotion regulation skills are closely linked to long-term developmental outcomes, including academic achievement, social competence, and mental health stability. Longitudinal studies indicate that children who struggle with emotion regulation in early childhood are at greater risk for anxiety disorders, behavioral problems, and poor school adjustment in later years. Global and regional data further underscore the relevance of parenting practices in shaping these outcomes. According to UNICEF (2021), children in low- and middle-income countries are particularly vulnerable to emotional development challenges associated with harsh, punitive, or emotionally unresponsive parenting. In Indonesia, national surveys conducted by KPAI and BKKBN report that authoritarian practices—such as excessive discipline, low emotional warmth, and limited child participation in decision-making—remain prevalent across both rural and urban family contexts (Komisi Perlindungan Anak Indonesia, 2023).

Recent increases in behavioral concerns among preschool-aged children, including emotional outbursts, aggression, and social withdrawal, have intensified scholarly and policy interest in how early parenting environments shape children's emotional architecture. While extensive literature supports the benefits of authoritative parenting, empirical findings on authoritarian parenting consistently associate this style with poorer emotion regulation outcomes. Studies across diverse samples reveal that children raised under high control and low warmth conditions tend to rely on maladaptive regulation strategies such as emotional suppression, avoidance, and heightened emotional reactivity (Morris et al., 2007; Baumrind, 1991). However, despite this growing evidence base, the specific mechanisms through which authoritarian parenting constrains emotional development—particularly during early childhood—remain insufficiently synthesized.

Emotion regulation refers to the processes through which individuals influence the emotions they experience, the timing of those emotions, and how they are expressed (Gross, 2014). In early childhood, these processes are especially malleable and heavily dependent on caregiver modeling and responsiveness. Children begin to internalize emotional scripts through daily interactions with parents, which subsequently shape enduring patterns of emotional expression, coping, and social interaction. Supportive parenting environments that encourage emotional expression and validation facilitate the development of adaptive regulation strategies, such as cognitive reappraisal and problem-focused coping. In contrast, parenting environments characterized by emotional dismissal, punitive responses, and rigid expectations tend to inhibit children's emotional awareness and regulatory flexibility.

Authoritarian parenting, defined by high behavioral control, strict obedience demands, limited autonomy, and low emotional responsiveness, has been repeatedly linked to adverse emotional outcomes in early childhood. Empirical studies suggest that children exposed to authoritarian practices exhibit greater emotional suppression, reduced emotional understanding, and increased internalizing and externalizing behaviors, including anxiety, withdrawal, aggression, and defiance (Rudy & Grusec, 2001). These emotional patterns often persist beyond early childhood, affecting peer relationships, school engagement, and mental health trajectories across development.

Importantly, cross-cultural research complicates universal interpretations of parenting styles and their outcomes. Scholars such as Rudy and Grusec (2001) and Chao (1994) argue that authoritarian-like practices may carry different meanings and functions across cultural contexts, particularly within collectivist societies where values of obedience, family hierarchy, and social harmony are emphasized. In many Asian and Southeast Asian cultures, strict parenting may be interpreted as parental involvement or moral guidance rather than emotional rejection. Nevertheless, accumulating evidence

suggests that even when culturally normative, parenting practices that consistently limit emotional dialogue and autonomy may still constrain the development of effective emotion regulation, especially during sensitive early developmental periods.

These cultural dynamics highlight the need for an integrative framework that acknowledges cultural values while critically examining their developmental implications. Advances in developmental psychology and affective neuroscience increasingly demonstrate that emotion regulation is not merely a social skill but a foundational component of cognitive, neurological, and psychosocial development. Dysregulated emotional systems in early childhood have been linked to academic difficulties, peer relationship problems, and increased vulnerability to mood disorders later in life.

The urgency of this issue has been further amplified in the post-pandemic context. Widespread disruptions to family routines, increased parental stress, economic insecurity, and reduced access to early childhood education have altered parenting dynamics globally. Evidence suggests that under such pressures, parents may adopt more rigid and controlling disciplinary strategies, potentially reinforcing authoritarian tendencies and exacerbating emotional challenges among young children. These conditions underscore the importance of parenting approaches that prioritize emotional attunement, flexibility, and responsiveness.

Against this backdrop, the present study contributes to the literature by offering a theoretical synthesis of Erikson's psychosocial development theory, Gross's process model of emotion regulation, and Baumrind's parenting typology to examine how authoritarian parenting influences emotional regulation in early childhood. By situating this synthesis within a cross-cultural perspective, the study seeks to clarify the emotional regulation mechanisms most affected by authoritarian practices and to identify implications for culturally sensitive parenting interventions. Accordingly, the central objective of this study is to explore how and through what mechanisms authoritarian parenting shapes emotion regulation in early childhood, particularly within culturally diverse contexts.

## 2. METHODS

This study adopts a qualitative library research approach to examine how authoritarian parenting influences emotion regulation in early childhood. The methodology is exploratory and descriptive in nature, aiming to synthesize existing theoretical and empirical evidence rather than generate new primary data. This approach is particularly appropriate given the study's objective to clarify conceptual mechanisms and developmental pathways through which authoritarian parenting affects emotional regulation among children aged 3 to 8 years, a critical period for emotional and psychosocial development.

### 2.1 Scope and Research Object

The scope of this study focuses on parenting styles—specifically authoritarian parenting—and their relationship to children's emotion regulation. The research object comprises both theoretical frameworks (Erikson's psychosocial development theory, Gross's process model of emotion regulation, and Baumrind's parenting typology) and empirical findings from developmental psychology, education, and child development research. The study adopts a cross-cultural orientation, with particular attention to collectivist societies such as Indonesia and other Southeast Asian contexts, where authoritarian parenting practices may be culturally embedded and socially reinforced.

### 2.2 Data Sources and Selection Criteria

Data were collected from peer-reviewed journal articles, academic books, and institutional reports published between 2000 and 2024. Electronic databases including Scopus, ERIC, JSTOR, and Google Scholar were systematically searched using keywords such as authoritarian parenting, emotion regulation, early childhood development, and cross-cultural parenting.

The literature selection process followed PRISMA-style criteria to enhance transparency and rigor. An initial search yielded approximately 210 records. After removing duplicates and screening titles and abstracts for relevance, 128 sources were retained for full-text review. Of these, 72 sources met the inclusion criteria and were included in the final synthesis. Inclusion criteria consisted of: (1) direct relevance to authoritarian parenting or emotion regulation, (2) focus on early childhood or developmental outcomes, (3) empirical or theoretically grounded analysis, and (4) publication in credible academic outlets. Sources that lacked methodological clarity, theoretical relevance, or focus on parenting-emotion dynamics were excluded.

### ***2.3 Operational Definitions and Research Focus***

Operationally, authoritarian parenting is defined as a parenting style characterized by high behavioral control, strict discipline, low emotional warmth, and limited bidirectional communication. Emotion regulation is defined as the child's capacity to identify, express, and manage emotional responses using adaptive internal and external strategies (Gross, 2014). The analytical focus centers on developmental, behavioral, and psychosocial outcomes associated with authoritarian parenting, including emotional suppression, reduced emotional autonomy, and dysregulation during early childhood.

### ***2.4 Technique of Data Collection***

As a form of non-empirical inquiry, this study employed systematic document analysis. The selected literature served as the functional equivalent of research participants or informants. A purposive sampling strategy ensured that only sources directly aligned with the study's conceptual focus were analyzed in depth. This technique allowed for a comprehensive yet focused examination of recurring patterns across studies.

### ***2.5 Technique of Data Analysis***

Data were analyzed using thematic synthesis based on Braun and Clarke's six-phase model: (1) familiarization with the data, (2) generation of initial codes, (3) identification of candidate themes, (4) review and refinement of themes, (5) definition and naming of themes, and (6) synthesis and reporting. Core themes identified included disciplinary rigidity, emotional suppression, limited emotional dialogue, reduced autonomy support, and maladaptive emotion regulation strategies. These themes were then interpreted through theoretical triangulation using Erikson's psychosocial stages, Gross's emotion regulation processes, and Baumrind's parenting typology to ensure conceptual coherence and analytical depth.

### ***2.6 Methodological Justification***

A conceptual and theoretical synthesis was selected as the most appropriate methodological approach because the research aim was not to test causal relationships empirically, but to integrate fragmented findings across disciplines and cultural contexts. Given the ethical, practical, and developmental complexities involved in studying parenting practices with young children, a library-based synthesis enables a broader and more reflective examination of mechanisms, patterns, and theoretical convergences that may not be captured in single empirical studies.

### ***2.7 Reflexive Note on Methodological Limitations***

Despite its strengths, this study acknowledges several limitations inherent in library research. First, the findings are interpretive in nature and do not offer empirical generalizability to specific populations. Second, the analysis depends on the quality, scope, and cultural framing of existing studies, which may reflect Western-centric assumptions or methodological biases. Finally, the absence of primary data limits the ability to capture lived parental practices and children's emotional experiences directly. These limitations, however, are partially mitigated through rigorous source selection, cross-cultural sensitivity, and theoretical triangulation.

## 2.8 Ethical Considerations

Although no human participants were involved, ethical standards were upheld through accurate citation practices, avoidance of plagiarism, and respect for intellectual property. Transparency was maintained throughout the selection, analysis, and interpretation of all sources.

In summary, this methodological design enables a theoretically grounded, culturally informed, and systematically constructed exploration of how authoritarian parenting shapes emotion regulation in early childhood, while remaining attentive to both its analytical strengths and limitations.

## 3. FINDINGS AND DISCUSSION

### 3.1 Findings

This literature-based synthesis identifies several interrelated themes that explain how authoritarian parenting disrupts emotional regulation in early childhood. Drawing on empirical studies and established developmental theories, the findings highlight consistent emotional, behavioral, and neurodevelopmental patterns associated with rigid and emotionally unresponsive parenting practices.

#### 3.1.1 Emotional Suppression and Limited Emotional Expression

A dominant theme across the reviewed literature is emotional suppression. Children raised in authoritarian households frequently demonstrate limited emotional vocabulary and reduced confidence in expressing negative emotions. Empirical studies indicate that punitive responses to emotional expression encourage children to suppress distress rather than process it adaptively (John & Gross, 2004; Gross, 2014). This pattern is particularly salient in early childhood, when emotional learning is heavily dependent on caregiver modeling. Emotional suppression emerges not as an adaptive strategy, but as a defensive response to anticipated punishment or emotional invalidation.

#### 3.1.2 Disruption of Autonomy and Emotional Agency

Consistent with Erikson's psychosocial framework, authoritarian parenting is associated with inhibited autonomy during the *Autonomy vs. Shame and Doubt* stage. Rigid behavioral expectations and limited child participation in emotional decision-making undermine children's sense of agency. Studies report that children exposed to excessive control are more likely to experience shame, self-doubt, and emotional dependence, which in turn restricts their capacity to regulate emotions independently (Erikson, 1950). These early disruptions also compromise the subsequent *Initiative vs. Guilt* stage, where emotional exploration and goal-directed behavior are critical.

#### 3.1.3 Impairment of Emotion Regulation Processes

Using Gross's process model, the literature demonstrates that authoritarian parenting constrains multiple stages of emotion regulation. Harsh discipline and emotional dismissal limit children's ability to engage in cognitive reappraisal and attentional deployment, leading to an overreliance on response-focused strategies such as emotional suppression and avoidance (Gross, 2014). Morris et al. (2007) report that children in high-control environments show poorer modulation of emotional responses, often manifesting as either emotional numbing or heightened reactivity.

This pattern suggests that authoritarian parenting not only restricts children's emotional expression but also narrows their regulatory flexibility. When children are consistently discouraged from exploring emotional meanings or alternative responses, they lose opportunities to practice adaptive regulation strategies in everyday contexts. As a result, emotional experiences become either overcontrolled or poorly contained, increasing the likelihood of dysregulated responses under stress. Over time, this constrained regulatory repertoire may hinder children's ability to cope with novel or socially complex situations, reinforcing emotional vulnerability and reducing resilience across developmental transitions.

### 3.1.4 Stress Reactivity and Neurodevelopmental Risk

Neuroscientific findings further reveal that prolonged exposure to authoritarian parenting elevates chronic stress levels in children. Gunnar and Quevedo (2007) document increased cortisol production and heightened amygdala reactivity among children raised in controlling and punitive environments. These stress-related changes are associated with reduced development of the prefrontal cortex and hippocampus, regions essential for emotional regulation, executive functioning, and impulse control. Such neurodevelopmental vulnerabilities place children at heightened risk for emotional dysregulation and stress-related psychopathology.

From a developmental perspective, heightened stress reactivity during early childhood may recalibrate children's physiological stress-response systems in maladaptive ways. Persistent activation of stress pathways can reduce neural plasticity and interfere with the integration of emotional and cognitive control systems, making it more difficult for children to regulate emotions effectively in later contexts. These biological sensitivities may also increase children's vulnerability to environmental stressors beyond the family setting, such as peer conflict or academic demands, thereby amplifying the long-term impact of early authoritarian parenting on emotional and mental health outcomes.

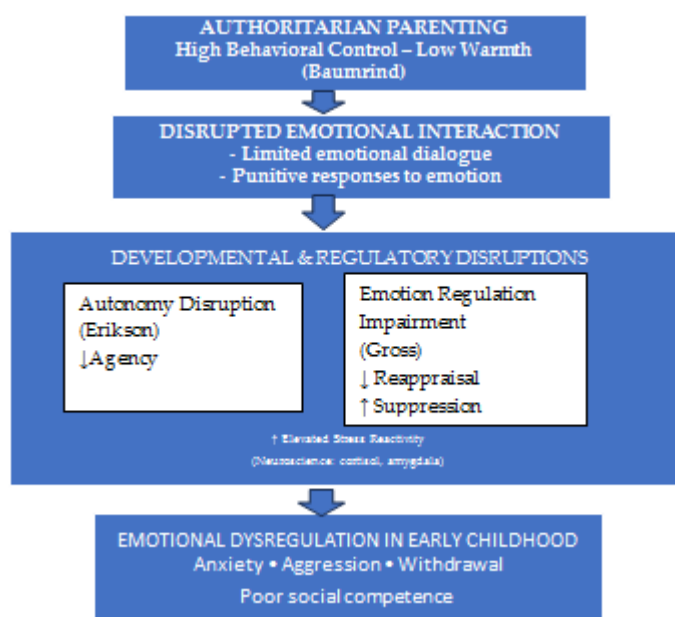
### 3.1.5 Maladaptive Developmental Outcomes

Across longitudinal and cross-sectional studies, authoritarian parenting is consistently linked to maladaptive outcomes, including anxiety, social withdrawal, aggression, and defiance (Steinberg, 2007; Kawabata et al., 2011). Emotion regulation difficulties identified in early childhood often persist into adolescence and adulthood, reinforcing the long-term developmental consequences of emotionally rigid parenting practices.

These maladaptive outcomes can be understood as the cumulative result of disrupted emotional learning during sensitive developmental periods. When children repeatedly experience emotional invalidation or punitive responses, they fail to internalize adaptive strategies for managing distress and interpersonal conflict. Over time, these deficits become embedded in children's social interactions, academic engagement, and self-concept, increasing susceptibility to peer rejection, academic difficulties, and mental health problems. The persistence of these patterns across developmental stages suggests that early authoritarian parenting may initiate a cascade of emotional and behavioral risks, highlighting the importance of early preventive interventions that target both parenting practices and children's emotion regulation capacities.

### 3.1.6 Cross-Cultural Variability in Parenting Meaning

Cross-cultural research highlights that the psychological meaning of authoritarian parenting varies across sociocultural contexts. In collectivist societies influenced by Confucian, religious, or hierarchical traditions, strict parenting may be interpreted as moral guidance rather than emotional rejection (Rudy & Grusec, 2001; Chao, 1994). However, recent studies in Southeast Asia indicate that emotional responsiveness is frequently underemphasized in favor of obedience and moral discipline, potentially increasing the risk of emotional suppression even when parenting practices are culturally normative (Putra, 2022).



**Figure 1.** Conceptual Model of the Relationship between Authoritarian Parenting and Emotional Dysregulation in Early Childhood

Figure 1 above shows that the model illustrates how authoritarian parenting, characterized by high behavioral control and low emotional responsiveness, disrupts parent–child emotional interactions and constrains children’s autonomy development, emotion regulation processes, and stress regulation systems. By integrating Baumrind’s parenting typology, Erikson’s psychosocial development theory, and Gross’s process model of emotion regulation, the figure clarifies the developmental pathways linking parenting practices to emotional dysregulation in early childhood.

### 3.2 Discussion

The present study provides a theoretically integrated explanation of how authoritarian parenting contributes to emotional dysregulation in early childhood by drawing on Erikson’s psychosocial development theory, Gross’s process model of emotion regulation, and Baumrind’s parenting typology. The findings consistently indicate that parenting practices characterized by high control and low emotional responsiveness function as a developmental risk factor, constraining children’s emotional competence during a critical formative period.

From a psychosocial perspective, the results align with Erikson’s (1950) assertion that early childhood development is shaped by the successful resolution of autonomy versus shame and doubt, followed by initiative versus guilt. Authoritarian parenting, with its rigid expectations and limited allowance for child agency, undermines these developmental tasks by discouraging independent emotional expression and decision-making. As a result, children are more likely to internalize feelings of inadequacy, shame, and self-doubt, which restrict the development of emotional autonomy. This interpretation is consistent with prior research demonstrating that excessive parental control is associated with diminished self-regulation and increased emotional dependency in young children (Bernier et al., 2010).

In parallel, the findings can be more precisely understood through Gross’s (2014) process model of emotion regulation, which distinguishes between antecedent-focused and response-focused strategies. The review highlights that authoritarian parenting environments tend to inhibit antecedent-focused strategies such as cognitive reappraisal and attentional deployment. Instead, children are socialized to rely on response-focused strategies, particularly emotional suppression and avoidance. While suppression may serve short-term compliance goals, it is widely associated with negative psychological outcomes, including increased physiological stress and reduced emotional

understanding (John & Gross, 2004). The current synthesis supports this view, demonstrating that children exposed to emotionally dismissive parenting are less likely to develop flexible and adaptive regulatory repertoires.

Baumrind's (1991) parenting typology further contextualizes these mechanisms by emphasizing the interaction between control and responsiveness. Authoritarian parenting combines high behavioral control with low emotional warmth, thereby limiting opportunities for reciprocal emotional communication between parent and child. This relational dynamic restricts children's exposure to emotional coaching, which has been identified as a key factor in the development of emotional competence (Gottman et al., 1997). Without supportive scaffolding, children may struggle to interpret emotional cues, regulate distress, and engage in socially appropriate emotional expression.

Beyond behavioral and psychological dimensions, the findings also highlight important neurodevelopmental implications. Consistent with research by Gunnar and Quevedo (2007), prolonged exposure to harsh and controlling parenting environments is associated with heightened activation of the hypothalamic–pituitary–adrenal (HPA) axis, leading to elevated cortisol levels and increased amygdala reactivity. These physiological responses can impair the development of brain regions critical for emotion regulation, including the prefrontal cortex and hippocampus. Such neurobiological vulnerabilities provide a compelling explanation for the persistence of emotional dysregulation across developmental stages, as early stress exposure may recalibrate children's stress-response systems in maladaptive ways.

The study also underscores the long-term developmental consequences of authoritarian parenting. Consistent with longitudinal and cross-sectional evidence, children raised in such environments are at increased risk for both internalizing and externalizing problems, including anxiety, social withdrawal, aggression, and defiance (Kawabata et al., 2011; Steinberg, 2007). These outcomes can be understood as cumulative effects of disrupted emotional learning, where repeated experiences of emotional invalidation hinder the internalization of adaptive coping strategies. Over time, these deficits may extend into academic difficulties, impaired peer relationships, and increased susceptibility to mental health disorders (Eisenberg et al., 2019).

Importantly, the findings must be interpreted within a cross-cultural framework. In collectivist societies, authoritarian parenting practices are often embedded within cultural values emphasizing obedience, respect for authority, and social harmony (Chao, 1994; Rudy & Grusec, 2001). In such contexts, strict parenting may be perceived as a form of parental investment or moral guidance rather than emotional rejection. However, the present synthesis suggests that cultural normalization does not fully mitigate the developmental risks associated with emotional suppression and limited autonomy support. Recent evidence from Southeast Asian contexts indicates that while authoritarian practices may be culturally endorsed, they still constrain children's emotional expression and regulatory development (Putra, 2022). Therefore, it is necessary to distinguish between culturally valued discipline and emotionally dismissive control, as only the latter appears consistently detrimental to emotional outcomes.

The practical implications of these findings are significant for parenting interventions, early childhood education, and policy development. Parenting programs should move beyond compliance-oriented approaches and instead emphasize emotional responsiveness, reflective discipline, and autonomy support. Such approaches are consistent with evidence indicating that authoritative parenting—characterized by high warmth and appropriate control—promotes more adaptive emotional and social outcomes (Morris et al., 2017). Additionally, early childhood educators play a critical role in compensating for deficits in home environments by modeling emotional regulation strategies and fostering emotionally supportive classroom climates.

At a policy level, there is a need for culturally sensitive parenting education initiatives that integrate emotional development into existing social and moral frameworks. Collaboration between mental health professionals, educators, and community institutions can facilitate the dissemination of parenting practices that balance discipline with emotional attunement. This is particularly relevant in

post-pandemic contexts, where increased parental stress may exacerbate reliance on rigid and controlling parenting strategies.

Despite its contributions, this study is not without limitations. As a qualitative library research synthesis, the findings are interpretive and dependent on the scope and quality of existing literature. Furthermore, the predominance of Western theoretical frameworks may limit the cultural generalizability of certain conclusions. Future research should incorporate longitudinal and cross-cultural empirical designs to further examine the mechanisms identified in this study and to explore culturally grounded models of emotionally responsive parenting.

In conclusion, the integration of psychosocial, regulatory, and cultural perspectives provides a comprehensive understanding of how authoritarian parenting disrupts emotional development in early childhood. By constraining autonomy, limiting adaptive regulation strategies, and increasing stress reactivity, authoritarian parenting emerges as a significant risk factor for emotional dysregulation, with implications that extend across the lifespan.

#### 4. CONCLUSION

This study concludes that authoritarian parenting, characterized by high control and low emotional responsiveness, consistently undermines emotional regulation in early childhood by restricting emotional expression, limiting the development of adaptive regulation strategies, and increasing vulnerability to maladaptive outcomes such as anxiety, aggression, and emotional dysregulation. Integrating Erikson's psychosocial theory, Gross's process model, and Baumrind's parenting typology, the findings highlight that such parenting practices disrupt children's autonomy, emotional agency, and regulatory flexibility, with particularly pronounced effects in culturally collectivist contexts where strict parenting is often normalized. However, this study is limited by its reliance on qualitative library research, which constrains empirical generalizability and depends on the scope, quality, and cultural framing of existing literature, potentially reflecting theoretical and regional biases. Future research should therefore employ longitudinal and cross-cultural empirical designs to validate these findings, explore culturally grounded parenting models, and examine intervention strategies that integrate emotional responsiveness with culturally valued disciplinary practices.

#### REFERENCES

- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
- Bernier, A., Carlson, S. M., & Whipple, N. (2010). From external regulation to self-regulation: Early parenting precursors of young children's executive functioning. *Child Development*, 81(1), 326–339. <https://doi.org/10.1111/j.1467-8624.2009.01397.x>
- Bornstein, M. H. (2015). *Handbook of child psychology and developmental science* (7th ed.). Wiley.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bungin, B. (2020). *Metodologi penelitian kualitatif: Aktualisasi metodologis ke arah ragam varian kontemporer*. Rajawali Pers.
- Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development*, 65(4), 1111–1119. <https://doi.org/10.2307/1131308>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

- Denham, S. A., Bassett, H. H., & Wyatt, T. (2015). The socialization of emotional competence. *Journal of Family Psychology, 29*(3), 345–355. <https://doi.org/10.1037/fam0000094>
- Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2019). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology, 15*, 495–525. <https://doi.org/10.1146/annurev-clinpsy-050718-095455>
- Erikson, E. H. (1950). *Childhood and society*. W. W. Norton & Company.
- Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *Meta-emotion: How families communicate emotionally*. Lawrence Erlbaum.
- Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed., pp. 3–20). Guilford Press.
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry, 26*(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Gunnar, M. R., & Quevedo, K. (2007). The neurobiology of stress and development. *Annual Review of Psychology, 58*, 145–173. <https://doi.org/10.1146/annurev.psych.58.110405.085605>
- John, O. P., & Gross, J. J. (2004). Healthy and unhealthy emotion regulation. *Journal of Personality, 72*(6), 1301–1334. <https://doi.org/10.1111/j.1467-6494.2004.00298.x>
- Kawabata, Y., Eisenberg, N., & Spinrad, T. L. (2011). Maternal and paternal influences on children's prosocial and problem behavior. *Parenting: Science and Practice, 11*(2–3), 214–236. <https://doi.org/10.1080/15295192.2011.585568>
- Komisi Perlindungan Anak Indonesia. (2023). *Laporan tahunan perlindungan anak Indonesia 2023*. KPAI.
- Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. *Social Development, 16*(2), 361–388. <https://doi.org/10.1111/j.1467-9507.2007.00389.x>
- Morris, A. S., Criss, M. M., Silk, J. S., & Houltberg, B. J. (2017). The impact of parenting on emotion regulation. *Developmental Psychology, 53*(6), 1014–1028. <https://doi.org/10.1037/dev0000300>
- Putra, I. E. (2022). Parenting practices and emotional development in Indonesian early childhood contexts. *Early Child Development and Care, 192*(9), 1453–1466. <https://doi.org/10.1080/03004430.2021.1896874>
- Rudy, D., & Grusec, J. E. (2001). Correlates of authoritarian parenting in individualist and collectivist cultures. *Journal of Cross-Cultural Psychology, 32*(2), 202–212. <https://doi.org/10.1177/0022022101032002004>
- Steinberg, L. (2007). Risk taking in adolescence. *Current Directions in Psychological Science, 16*(2), 55–59. <https://doi.org/10.1111/j.1467-8721.2007.00475.x>
- Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Thompson, R. A. (2019). Emotion regulation: A theme in search of definition. *Monographs of the Society for Research in Child Development, 84*(2), 35–45. <https://doi.org/10.1111/mono.12409>
- UNICEF. (2021). *The state of the world's children 2021: On my mind – Promoting, protecting and caring for children's mental health*. UNICEF.
- Zimmerman, P., & Iwanski, A. (2019). Attachment and emotion regulation in adolescence. *Journal of Adolescence, 72*, 49–61. <https://doi.org/10.1016/j.adolescence.2019.02.005>