

TUNING IN TO KIDS TO DECREASE MOTHER'S AGGRESSIVE BEHAVIOR TOWARD KIDS

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Abstract. Republic of Indonesia Law no. 23 yrs. 2002 regulates the protection of kid, so that kid can be avoided from cruelty, physical abuse, torture and other misbehavior. In fact, physical and verbal aggressive behavior towards kid are still often found. One of several strategies to decrease such behavior is to undergo tuning in to kid intervention. The aim of this study is to determine the effectiveness of "tuning in to kids" training in reducing parents' aggressive behavior toward their kids. This research is a quasi experimental research with non-randomized pretest posttest control group design. The subject of this study consisted of 10 mothers which were divided into two groups. Data collection is performed using "parents' aggressive behavior toward kid scale" (33 items) which is adapted from (Savitri, 2005). Data is analyzed by using independent sample t-test. The results show that there is a significant difference of mothers' aggressive behavior toward their kid's scores between the experimental and control groups. It means that tuning in to kids training gives a great effect in reducing aggressive behavior toward their kid.

Keywords: Emotions; Mother's aggressive behavior; tuning in to kids.

Abstrak. Undang-Undang RI No. 23 Thn. 2002 mengatur tentang perlindungan anak agar anak terhindar dari kekejaman, kekerasan, penganiayaan dan perlakuan salah lainnya. Pada kenyataannya masih sering ditemukan perilaku agresi terhadap anak baik secara fisik maupun verbal. Salah satu upaya untuk mengurangi perilaku tersebut adalah dengan melakukan intervensi *tuning in to kids*. Penelitian ini bertujuan untuk mengetahui efektifitas intervensi *tuning in to kids* dalam menurunkan perilaku agresi ibu terhadap anak. Penelitian ini merupakan penelitian eksperimental semu dengan desain *non randomized pretest posttest control group design*. Subjek penelitian ini terdiri dari 10 orang dibagi menjadi dua kelompok: kelompok kontrol dan kelompok eksperimen. Pengumpulan data dilakukan dengan menggunakan skala perilaku agresi orangtua terhadap anak (33 item) yang diadaptasi dari (Savitri, 2005). Analisis data dilakukan dengan menggunakan *independent sample t-test*. Hasil analisis data menunjukkan bahwa terdapat perbedaan skor perilaku agresi ibu terhadap anak

yang signifikan antara kelompok eksperimen dengan kelompok kontrol. Hasil penelitian juga menunjukkan bahwa intervensi *tuning in to kids* memberikan efek yang besar dalam menurunkan perilaku agresi ibu terhadap anak.

Kata Kunci: Emosi; perilaku agresi ibu; *tuning in to kids*.

A. INTRODUCTION

The family is the smallest unit in society, consisting of father, mother, older brothers, younger sisters, etc. Parents, namely father and mother, have the responsibility to pay attention to kid's needs such as education, health, and affection, as well as paying attention to the growth and development of kid. (Wiyani, 2016). Every child essentially needs care, protection, teaching, and affection from adults (especially parents), to ensure their physical, mental, social, and spiritual needs.

In order to achieve the welfare of every child, through Law No. 35 of 2014, the Unitary State of the Republic of Indonesia regulates changes to Law No. 22 of 2002 concerning child protection. Chapter III, Article 4 explains that every child has the right to live, grow, develop, and participate fairly in accordance with human dignity and honor, and to receive protection from violence and discrimination. Furthermore, Article 13 explains that parents, guardians, or other parties are obliged and responsible for providing kid with protection from discrimination, economic and sexual exploitation, neglect, cruelty, violence, abuse, injustice, and other mistreatment. Perpetrators who commit any form of treatment that is detrimental to kid will be subject to increased penalties.

The statement above implies that kid receive protection from all parties involved in their care. However, in reality, aggressive behavior towards kid, both physical and verbal, is still frequently found in childcare cases. Approximately 70% of perpetrators of aggressive behavior toward kid are their own parents. (Utami, 2018). Various forms of this behavior include pinching, hitting, pulling hair, pushing, slapping, scolding, nagging, calling with bad names, shouting, locking kid in the bathroom and other behavior that can harm kid both physically and mentally. (Andini, Sulistyowati, Alifatin, Sudibyoy, Suharso, Hidayati, Kurniawati, Hayatin, Rahadjeng and Ekowati, 2019).

Aggressive behavior by parents towards kid increases every year and is often done under the pretext of providing educational punishment. (Hasanah and Raharjo, 2016). Savitri (2005) explains that parents who engage in aggressive behavior towards kid are caused by feelings of irritation that arise from the child's behavior which cannot be channeled in a normal way. Intan, Kurniawati and Handayani (2017) stated that there are still many parents who use negative methods in responding to negative emotions and behavior displayed by kid. Intan, et al. (2017) found that parents still frequently use physical punishment and threats to address negative emotions and behaviors displayed by kid. Furthermore, it was explained that parents also tend to downplay kid's feelings about something, especially if the parents believe it doesn't align with their norms.

Based on the issues above, it can be said that the role of parents is still far from a parenting pattern that guides and provides affection. The role of parents or families as the primary environment for kid to receive positive education and learning is suboptimal.

B. THEORETICAL BASIS

Kid being victims of parental aggression is a social phenomenon influenced by many factors. One such factor is uncontrolled emotional behavior on the part of parents. Fitrianiingsih, (2016) explains that uncontrolled negative emotional outbursts in perpetrators of violence are a normal form of conflict resolution.

Mastuti, (2005) wrote that emotional instability identifies an individual's tendency to engage in aggressive behavior. Emotionally unstable parents will experience an inability to respond to their kid's emotions and manage negative emotions that arise during parenting. This inability to respond to and manage their kid's emotions is one of the reasons parents engage in aggression toward their kid as a way of venting anger and frustration. (Christianty, 2010).

Negative parental responses to kid's emotional expressions and behavior will make them feel that their feelings are wrong, inappropriate, and invalid. Kid may

also have difficulty regulating their emotions if parents respond negatively to their emotions.(Gottman, J.M. & DeClaire, 1997). In addition, kid who cannot express what they feel appropriately are at risk of developing behavioral problems in later stages of development.(Gottman, Katz and Hooven, 1996).

Based on the explanation above, intervention is necessary for parents to be able to manage negative emotions that arise in parenting and respond to kid's emotions. Several interventions can be implemented to manage these negative emotions, one of which is providing a "tuning in to kid" intervention. Tuning in to kids is a program that focuses on emotional management skills, which will help kid recognize types of emotions and how to regulate them, thus fostering attachment between parents and kid.(Havighurst, Wilson, Harley, Prior and Kehoe, 2010).

Previously, research on the effectiveness of tuning in to kid interventions was conducted byHavighurst, et al. (2010)The study showed that tuning in to kids interventions can improve parents' emotional awareness and regulation, enhance emotion coaching skills, and foster more positive relationships with their kid. This type of parenting can help prevent behavioral problems in kid.

Further research was also conducted by(Havighurst, Wilson, Harley, Kehoe, and Prior (2013)showed the same results, namely that the emotional coaching skills that parents possess after participating in a tuning-in to kids intervention session can reduce behavioral problems in kid. Recent research conducted byHavighurst, Kehoe, Harley, and Wilson (2015)showed that tuning in to kids interventions can improve parenting skills and reduce emotional and behavioral problems in kid of various age groups in both community and clinical samples.

Based on a literature review conducted by researchers in journals and books, there has been little research examining the effectiveness of "tuning in to kid" interventions in reducing parental aggression through lectures, discussions, film viewing, and role-playing in Indonesia. Lectures, discussions, film viewing, and role-playing need to be implemented to improve mothers' parenting skills, such as empathy. (Rahmawati, 2014) In this study, researchers conducted more interventions to tune in to kid using lectures, discussions, watching films, and role-play methods.

Tuning in to kids see behavioral problems as signals for parents to be aware of what emotions their child is feeling and help their child explore what they are feeling (Havighurst, et al., 2013) Parents actively listen to their kid's expressions of feelings, acknowledge their feelings, and provide guidance. This is done so that parents can set behavioral boundaries and help kid resolve their problems, so that kid can learn to manage their feelings and emotions appropriately. (Gottman and DeClaire, 1997) This kind of parenting can prevent the emergence of aggressive behavior problems in kid.

Tuning in to kids intervention module from Havighurst, et al. (2015) The adapted study aims to determine the effectiveness of the tuning-in to kids intervention in reducing aggressive maternal behavior towards kid. The selection of maternal subjects was based on the results of research conducted by Hautmann, et al. (2015) which revealed that maternal parenting forms a stronger relationship with kid's behavior than paternal parenting. The benefit of this research is that mothers can respond to and teach their kid about emotions appropriately.

C. RESEARCH METHODS

This study is a quasi-experimental study aimed at assessing the effectiveness of the "tuning in to kid" intervention in reducing maternal aggression toward kid. Quasi-experiments were used to help researchers test relationships in a variety of situations where classical designs are difficult or inappropriate. (Neuman, 2014).

This study used a nonrandomized pretest-posttest control group design. There were experimental and control groups. The groups were not randomly assigned due to difficulties in managing the experimental setup. (Zainuddin, 2011). Furthermore, the tuning-in to kids intervention was only administered to the experimental group; no intervention was given to the control group. Measurements were only conducted on the variable of parental aggressive behavior toward kid, with the aim of determining whether there were changes in this variable before and after the intervention.

This research was conducted at an NGO with the initials SAA in Surabaya. SAA is a shelter for street kid, beggars, buskers, and street vendors. Street vendors and several mothers rely solely on others for their livelihood. Most of them have low levels of education, and some cannot even read or write. Unstable incomes and low levels of education impact their ability to care for their kid. Most of them don't know how to deal with kid who become cranky when their demands are not met.

Data based on initial field observations indicates that the majority of kid living around the SAA NGO have behavioral problems. Furthermore, initial interviews with SAA NGO facilitators also revealed that Most parents often scold and hit their kid when they cry, make mistakes and behave in other ways that are not in accordance with parental norms.

The sampling technique used in this study was purposive sampling. Purposive sampling, also known as judgmental sampling, is a technique for selecting subjects based on specific characteristics or objectives to gain a

deeper understanding of the research topic. (Neuman, 2014). There are several characteristics that must be met in order to become a subject in this research, namely: 1) have kid aged 2-6 years (early childhood); 2) have committed acts of violence in educating kid, either physically or verbally; 3) have a high score on the scale of parental aggressive behavior towards kid; and 4) willingness to spend time participating in a series of intervention activities.

Tuning in to kids is an emotion-focused parenting program that aims to teach parents emotion coaching skills to help their kid learn about emotions and how to regulate them, with the additional goal of developing a strong bond between kid and parents, which will prevent and address behavioral problems in kid.

The intervention module provided in this study is an adaptation of the program design developed by Havighurst, et al. (2015) The program design is based on the theory Gottman and DeClaire (1997) which includes 5 stages of emotion coaching, namely awareness, acceptance, empathy, labeling and problem solving.

The intervention module was developed through a review process conducted by professional judges. Experts provided criticism and suggestions, which the researchers used as a basis for improving the module. The results indicated that the module was generally sound and usable. The intervention module was divided into seven sessions, delivered over three days. The intervention was conducted in a group setting, consistent with the developed module. The following is a general overview of each intervention session:

Table 1
Tuning in to kids Training Module

Session	Duration	Activity	Objective
I	30 minutes	Opening	Introduction, explaining the objectives and stages of the activity and filling out the informed consent.

Session	Duration	Activity	Objective
II	2 hours	Screening of the film "Sybil" which shows the impact of aggressive parental behavior on kid	Participants understand the impact of aggressive behavior towards kid
III	30 minutes	Emotion recognition	Participants learn about the types of emotions and emotional expressions.
IV	30 minutes	<i>Awareness</i> and acceptance	Participants recognize the emotions felt by the child and facilitate acceptance of the emotions displayed by the child.
V	30 minutes	<i>Empathy</i>	Participants assess things from the child's perspective and understand the importance of hearing the child's story about what he or she feels.
VI	30 minutes	Labeling and problem solving	Participants label the emotions displayed by the child and accompany the child in solving problems.
VII	15 minutes	Evaluation and termination	Evaluate the progress of the activity and end the activity.

The research instrument used to measure maternal aggressive behavior towards kid is a scale of parental aggressive behavior towards kid which has been adapted from Savitri (2005). This scale consists of 33 items that were previously tested for content validity through professional judgment. The results indicate that the instrument is relevant and can be used to measure parental aggressive behavior toward kid. Savitri (2005) also stated that the measuring instrument could be applied to either parent. Because the aim of this study was to reduce maternal aggressive behavior, the instrument was only administered to mothers who exhibited aggressive behavior toward their kid.

Researchers created a categorization to group maternal aggressive behavior towards kid into low, moderate, and high or severe categories. The score categorization in this study is as follows: score $X < 43$ = low aggression, $44 \leq$ Reliability tests showed that the scale of maternal aggressive behavior towards kid has high reliability with a reliability coefficient value of 0.88.

Data analysis was performed using IBM SPSS Statistics 25 software to test the hypothesis. Before conducting the hypothesis test, an assumption test was first conducted to determine whether the next statistical test would use parametric or

non-parametric statistical tests. The assumption test performed was a normality test. The results of the statistical test showed that the research data met the normality assumption so that it could be analyzed using parametric statistics to test the hypothesis. The statistical analysis performed in this study used a paired-sample t-test to examine the difference in maternal aggressive behavior scores towards kid before and after the intervention. In addition, an independent-sample t-test was conducted to examine the difference in maternal aggressive behavior scores towards kid between the experimental and control groups.

Next, the statistical results obtained above are used to calculate the effect size. Effect size is a measure of the magnitude of the effect of one variable on another variable.(Santoso, 2010). Effect size is useful for seeing the level of effectiveness of the results of the intervention that has been given so that the categorization of the effectiveness of the tuning in to kid intervention in reducing aggressive maternal behavior towards kid can be determined.

D. RESEARCH RESULTS

*Screening*A questionnaire and interviews were conducted with 23 potential research subjects. After initial screening, it was found that the majority of mothers who completed the questionnaire had moderate and high scores for maternal aggression toward their kid. After further interviews, only 10 agreed to participate in the study. The researchers then divided the subjects into two groups: an experimental group and a control group, each consisting of five mothers.

The intervention was only given to the experimental group, while the control group received no treatment/intervention. In the experimental group, the intervention was implemented according to a predetermined schedule. This was intended to allow each research subject to learn from the experiences of the other participants, providing motivation and solutions to and for each other.

This study analyzed pretest and posttest data from the experimental and control groups using the same measurement tools. Both sets of data were analyzed to determine changes in scores before and after the intervention and differences in scores between the experimental and control groups, thus demonstrating the effectiveness of the intervention. The following is the distribution of scores for the study subjects:

Table 2
Pretest and Posttest Scores of the Control Group

Subject Name	Pretest Score	Category	Posttest Score	Category	Gain Score	Information
NA	57	S	56	S	1	Still
YOUR	56	S	58	S	2	Still
DR	60	T	61	T	1	Still
PH	62	T	62	T	0	Still
FA	59	S	60	T	1	Go on

Table 3
Pretest and Posttest Scores of the Experimental Group

Subject Name	Pretest Score	Category	Posttest Score	Category	Gain Score	Information
SA	63	T	58	S	5	Down
A	58	S	55	S	3	Still
H	68	T	60	T	8	Down
A A	57	S	53	S	4	Still
DS	60	T	58	S	2	Down

Table 2 shows that most of the control group's maternal aggression toward their kid scores were in the same category both before and after the study. Furthermore, one individual experienced an increase in their scores. Table 3 shows that most of the experimental group's scores decreased after the intervention. Statistical tests will then be conducted to determine the significance of this decrease.

A data normality test was performed to assess the distribution of the data obtained. The normality test was performed on all pretest and posttest data from

both experimental and control groups. The following is the output of the data normality test:

Table 4
Normality Test of Control and Experimental Groups

Data	Skewness Statistics	Kurtosis Statistics	Information
Pretest Control Group	0.20	-1.11	Normal
Control Group Posttest	-0.60	-0.94	Normal
Experimental Group Pretest	1.00	0.26	Normal
Experimental Group Posttest	0.5	-0.47	Normal

The normality test can be seen from the skewness and kurtosis values. Data are considered normal if the skewness value is in the range of -1 to 1 and the kurtosis value is in the range of -2 to 2. Based on Table 5, it can be concluded that the data is normally distributed.

A homogeneity test is necessary in experimental research involving two groups: an experimental group and a control group. This homogeneity test will determine whether the two groups have the same variance, ensuring that any differences in outcomes after an intervention are truly due to the intervention itself, not differences in variance between the groups. The following are the results of the homogeneity test:

Table 5
Homogeneity Test Results

Data	Sig.	Information
Pretest	0.31	Homogeneous
Posttest	0.15	Homogeneous
Gain Score	0.13	Homogeneous

Based on table 5, the pretest, posttest, and gain score data have significance values of 0.31, 0.15, and 0.13. ($p > 0.05$) sequentially so that it can be said that the two data variants are homogeneous.

After conducting assumption tests, namely the normality test and the homogeneity test, the next step in data analysis was hypothesis testing. The researchers used parametric statistical methods because both assumption

tests met, indicating that the data was normally distributed and had the same variance or was homogeneous. The first hypothesis test to be carried out is a Paired Sample T-Test statistical analysis to test the mean between the pretest and posttest on the same or paired samples.

Table 6
Paired Sample T-Test Control and Experimental Groups

Data	Mean	Std. Dev	T	Sig. (2-tailed)
Pretest-Posttest Control Group	-0.60	1.14	-1.17	0.305
Pretest-Posttest Experimental Group	3.60	2.88	2,794	0.013

Based on table 6, it can be seen that the significance value of maternal aggressive behavior towards kid in the control group is 0.305 ($p > 0.05$). This result indicates that H_0 is accepted and H_a is rejected, which means that there is no significant difference between the scores of maternal aggressive behavior towards kid before and after the study. The absence of a difference in maternal aggressive behavior scores towards kid in the control group subjects may be caused by the control group not receiving the tuning in to kid intervention as the experimental group did. In the experimental group, the significance value of maternal aggressive behavior towards kid was 0.013 ($p < 0.05$). This indicates that H_0 is rejected and H_a is accepted, which means that there is a significant difference between the scores of maternal aggressive behavior towards kid before and after receiving the tuning in to kid's intervention.

Next, testing will be conducted to determine the difference in the average between the experimental and control groups using an independent-sample t-test. The results are as follows:

Table 7
Independent sample t test results

Data	Group	Sig. (2-tailed)
Gain Score	Control and Experiment	0.013

Table 7 shows that the significance value of the gain score for maternal aggressive behavior towards kid was 0.013 ($p < 0.05$). This means that there was a significant difference in maternal aggressive behavior towards kid between the experimental and control groups.

The effectiveness test was used to see how effective the tuning in to kid's intervention was in reducing mothers' aggressive behavior towards their kid. This can be seen by calculating the effect size value. The effect size calculation was performed manually, with the following results:

Table 8
Effect Size Test Results

Data	t	N	r	Category
Mother's Aggressive Behavior Towards Kid	2.79	5	0.96	Big

Based on table 8, the effect size value is in the large effectiveness category ($r > 0.14$) based on Cohen's category (inPallant, 2011). Judging from the effect size, the tuning in to kid's intervention had a significant effect on reducing maternal aggression towards kid. This suggests that the tuning in to kids intervention can improve knowledge, understanding, and appropriate parenting skills in dealing with emotional kid.

The "tuning in to kid" intervention was conducted over three days. According to the subjects, the intervention benefited them in their parenting. They become more aware of the impact of aggressive behavior on kid, recognize types of emotions, how to deal with them, and teach their kid how to express their emotions. Subjects also expressed their desire to participate in further interventions on different topics.

The intervention began at 2:00 PM WIB. By that time, the SAA mothers had finished picking up their kid and had no more homework to complete. This research was conducted based on discussions with the SAA mothers, who still complained about their kid's behavior, which led them to engage in aggression,

both physical and verbal, in order to resolve their problems. The intervention was implemented in seven sessions, each with its own objectives.

This study was conducted to determine the effectiveness of the tuning-in to kid intervention in reducing aggressive maternal behavior towards kid. The results of the statistical analysis showed that there was a difference in maternal aggressive behavior scores towards kid in the experimental group before and after the tuning-in to kid intervention. In contrast to the control group, the results of the statistical analysis showed that there was no significant difference between maternal aggressive behavior scores towards kid in the control group before and after the intervention was given. The absence of a difference in maternal aggressive behavior scores towards kid in the control group subjects may be due to the control group not receiving the tuning-in to kids intervention as the experimental group did.

After statistical testing, it was observed that there was a significant difference between the aggressive behavior of mothers toward their kid who received intervention in the experimental group compared to mothers who did not receive the tuning-in-to-kids intervention in the control group. Based on the effect size, the tuning-in-to-kids intervention had a significant effect in reducing aggressive maternal behavior toward their kid. This indicates that the tuning-in-to-kids intervention can improve knowledge, understanding, and appropriate parenting skills in dealing with kid expressing negative emotions.

E. DISCUSSION

The results of this study support previous research conducted by Havighurst, et al. (2010) which shows that tuning in to kids interventions can improve emotional socialization skills in parents of preschool-aged kid. In addition, recent research conducted by Havighurst, et al. (2015) showed that tuning in to kids interventions can improve parenting skills and reduce emotional and

behavioral problems in kid of various age groups in both community and clinical samples.

Gottman and DeClaire (1997) explains that in parenting, the emotions felt and expressed by kid can be seen as opportunities for bonding and teaching about emotions. In this study, parents were taught to recognize types of emotions, accept their kid's emotional expressions, help kid label their emotions, and help kid solve problems related to emotional situations.

One of the factors supporting the success of an intervention is the awareness of members about the importance of the intervention to be carried out. (KirkPatrick and Kirkpatrick, 2007). It was further explained that trainers need to ensure that training participants are those who need the training, thereby increasing their commitment and active participation in the training activities. This will undoubtedly support the achievement of the training objectives.

Based on these factors, at the beginning of the research session, researchers discussed and evaluated the impact of parental behavior on kid through a film. Parents who are aware of this will be willing to change their aggressive behavior towards their kid, allowing them to respond positively to the emotions felt and expressed by their kid. Furthermore, parents must also be aware of the impact of inappropriate responses to kid's emotions. Training participants evaluated their frequent behaviors in responding to their kid's negative emotions. Afterward, they evaluated the effectiveness of these responses on their kid's emotional development. Generally, training participants responded to their kid's negative emotions by giving in to their kid's wishes, ignoring them, and hitting them. After the discussion, the training participants realized that these behaviors were inappropriate and wanted to learn the appropriate ways to respond to kid's emotions. This was deemed effective in raising awareness and sparking participants' interest in participating in subsequent intervention activities.

Numerous discussions and sharing experiences in educating kid can influence the success of an intervention. This will enhance their understanding of the material presented. Furthermore, each training participant can learn from each other. Leigh (2006) explained that the opportunity to discuss and share experiences is one of the benefits of participating in the intervention. Observations during the intervention showed that most participants were actively involved in the activities carried out during the intervention.

The decrease in maternal aggressive behavior scores toward kid indicates that subjects in the experimental group have understood the tuning in to kid stages provided during the intervention. Most intervention participants realized that their behavior and responses to kid's emotions were inappropriate and began learning how to respond appropriately. Qualitative analysis results showed that the decrease in maternal aggressive behavior scores toward kid was largely determined by one of the materials in session 4, namely acceptance. Gottman and DeClaire (1997) also explained that in conducting interventions that tune in to kids, the core skill mothers must possess is empathy. Parents will not empathize with their kid if they avoid and reject their feelings. Therefore, the acceptance stage is the most crucial stage in intervention. This stage is the gateway to empathy.

Research conducted Rahmawati (2014), proving that the use of role-playing methods can improve empathy skills. The goal of role-playing is to make it easier to instill values and attitudes. In line with this, Makarao (2009) stated that the purpose of role play is to explore knowledge, experience, opinions, and attitudes within a single scenario. In this study, the role play method was applied to the materials of empathy, labeling, and problem solving. Based on the qualitative results, it can be concluded that when dealing with sad kid, research subjects can understand the emotions felt by asking the child about what they feel. Furthermore, research subjects can accept the emotions felt by the child, as well as regulate the child's emotions by hugging and stroking the child's head. In

addition, in the problem solving material through the role play method, parents and kid together seek solutions to the problems experienced by the child.

Before the intervention, the experimental group subjects did not know the proper way to react when their kid were expressing negative emotions. They had been ignoring their kid's negative emotions, hoping they would disappear without parental intervention. Some subjects also scolded and hit their kid as a form of rejection of their kid's emotional expressions, thus keeping their emotions bottled up and unresolved. After the intervention, the subjects were able to see their kid's emotions as an opportunity to approach them in various ways. They were also able to analyze the appropriate approach when their kid were emotional, considering that each parent's approach to their kid varies. Once the subjects were able to accept their kid's emotions, they were able to see them from their kid's perspective.

All stages of the intervention have been shown to improve kid's understanding of emotions and determine appropriate responses when expressing negative emotions. The intervention can also change the subjects' attitudes about their kid's emotions. Furthermore, the intervention helps their kid learn about the types of emotions and how to regulate them. The intervention can also foster attachment between kid and parents. It is hoped that these changes in attitudes and improved skills can be implemented by the subjects in their daily lives, thus positively influencing their kid's emotional development. Research conducted by Havighurst, et al. (2013) shows that through tuning in to kids intervention, parents' emotion coaching skills can reduce behavioral problems in childcare.

The results of this study are also in line with research (Widhiarso and Prawitasari, 2010) which explains that emotional intelligence, which is related to the ability to recognize and express emotions appropriately, can be taught to kid. In this study, subjects were taught to actively listen to their kid's expressions of

feelings, accept their feelings, and provide guidance in setting behavioral boundaries and helping kid resolve problems so that kid can learn how to properly manage their feelings and emotions. Thus, the process of imitating parents' emotional expressions in kid went well and aligned with the parents' previous habits.

Christianty (2010) This study shows that the level of emotional coaching provided by parents in Indonesia is still relatively low. Physical punishment and threats to stop kid's negative emotions are still the primary methods used by parents. These results align with the qualitative data of this study, which revealed that the problem experienced by the subjects was generally difficult behavior in kid. Furthermore, the subjects stated that their kid would not follow what they said if they had not been spanked. However, emotional coaching by parents has many benefits for child development, particularly emotional development..

F. CLOSING

Based on the research findings, it can be concluded that the "tuning in to kid" intervention is effective in reducing maternal aggression toward kid. The "tuning in to kid" intervention had a significant effect in reducing maternal aggression toward kid.

In general, all stages of the intervention implemented can reduce aggressive maternal behavior towards kid so that mothers can provide appropriate responses when kid are expressing negative emotions. However, there are several limitations in this study, namely: 1) observations were only carried out during the intervention so that it cannot explain how mothers behave in everyday life; 2) the researcher's lack of experience in educating kid affected the researcher's comfort in providing advice to participants; 3) differences in gender and age between the researcher and the research subjects affected the researcher

in understanding a mother's parenting patterns; 4) the length of the film shown in session 2 made the research subjects feel bored and sleepy.

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