



Application of Positive Discipline in Children to Reduce Parenting Stress During Pandemic

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ABSTRACT

This study focuses on positive discipline as a parenting strategy. We chose this strategy because previous methods of child discipline were often harmful to both caregiver and child. Discipline used in children often deviates from child abuse, discipline used by caregivers often fails to work and adds to existing stress. This research was written as a literature review with the method used is a narrative method from research results around the world related to the topic. Data search was carried out systematically with computerized database sources. In its working method, this study uses the ECTS point system (ECTS stands for European Credit Transfer System. The ECTS point system indicates workload) to measure the total workload for this literature review. During the search process, Researchers should expect to read abstracts of at least 3-4 times as many papers as we will include in the final literature report. Research findings that there are several programs that use positive discipline principles to reduce parenting stress, namely positive parenting, positive discipline, mindful parenting, mother - child education, Developmental Surveillance and Promotion Manual - Family-mediated Preschool Parenting Program (DSPM-FMPP), parenting intervention to prevent violent, and affiliation with childcare organization. Childcare programs that include positive discipline principles have various designs, so that they can be used for different purposes by different users. The effectiveness of the parenting program is also influenced by the presence of parents and their persistence in carrying out the program in their daily lives at home.

Keywords: *Positive Discipline; Parenting Stress; Maternal Care; Pandemic Period*

1. INTRODUCTION

The pandemic has been going on for almost two years. Lockdowns and restrictions on activities are implemented in all countries in the world, so that all parties feel the consequences in almost all aspects of life. As a result of COVID-19, families are losing their source of income, and the global economy is entering a decline, an increasing number of households are slipping into income poverty. The situation is grave for the poorest households, including those without recourse to social assistance. Poverty during the epidemic can cause family instability, impacting parents' well-being and positive parenting practices, and having a negative impact on children's development. According to research on family resilience and caregiver stress on families, there is a link between low resilience, high parental stress, and increased rates of poverty [1]. This means that the higher the poverty, the higher the parenting stress and the decrease in family resilience.

School closures were a major issue during the pandemic. School closures are supposed to increase the likelihood of child abuse and domestic violence. One explanation is that school closures compel children to stay at home for prolonged periods of time, increasing parental stress. In Indonesia, all schools will be temporarily closed beginning March 2020; many youngsters are still at home as of today. Parents' personal distress was higher when the school was closed than before it was closed, according to research on the relationship between school closures and parental distress, which measured parents' personal distress using the PSI-SF (the short form of the Parenting Stress Index) before and after the school closed. Furthermore, when schools were closed, child-rearing stress levels were much greater [2].

A new study, investigating maternal and child mental health during national lockdowns in multiple countries. Specifically, the study looked at children's depression, individual mothers' distress, and parental stress, compared with conventional samples. Parental stress on

mothers mediates the relationship between individual maternal distress and childhood depression. Individual maternal distress and parental stress and child depression were higher than those observed in the standard samples. Parental stress on mothers has been shown to mediate the link between individual maternal distress and childhood depression. For children, gender and age do not appear to be significant modifiers for this association, underscoring that the proposed model is robust and invariant [3].

Many of these outcomes could be reversed or mitigated by social interventions, but the need for such programs is enormous. Proper care to promote holistic development during the early years is essential. In

particular, parenting programs that target caregiver skills and well-being have been shown to be important because parents play an important role in children's development and in reducing risks and their effects.

The research roadmap on parenting stress is very important, so that there is a comprehensive solution in overcoming the problems that arise due to parenting stress. Efforts are made to reduce parenting stress in all conditions, so that parents, wherever they are, can feel happy and mentally healthy parenting, indirectly children can develop and grow optimally. Figure 1 is a schematic that describes a research roadmap on parenting stress from 2018 to 2021:

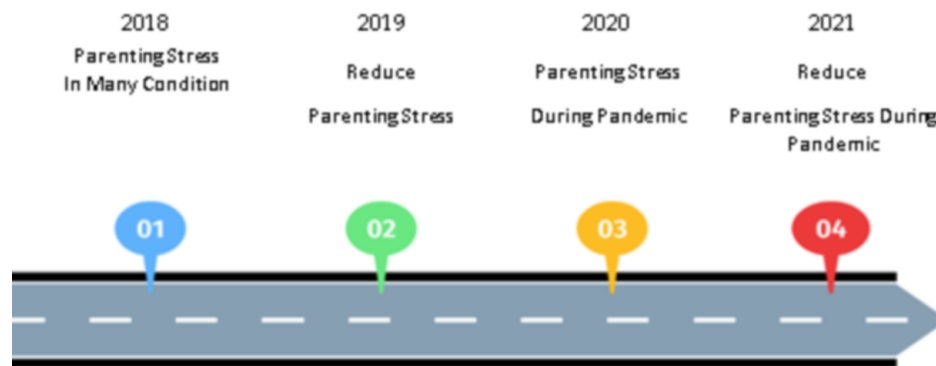


Figure 1 Research Roadmap on Parenting Stress

Many research conducted prior to the pandemic found a link between parenting stress and child behavior issues. Parents of children with autism and developmental delays (ASD/DD) reported greater levels of parenting stress. A systematic review study looked at parenting stress and child issues in several clinical groups (such as ASD/DD, chronic disease, and people at risk for mood disorders). As a result, more parenting stress strongly related to externalizing the child rather than internalizing problem. Overall, levels of parenting stress were higher in parents of children with ASD/DD compared with parents of children from other clinical groups [4].

In a study that evaluated the efficacy of parental training for children with ASD to improve coping mechanisms and reduce parental stress, it was determined that educational intervention programs are useful in enhancing and expanding parental knowledge. The purpose of parental education, according to Schultz et al. [5], is to offer parents with educational material and teach them skills that are advantageous to family functioning. Chiang also observed that educational intervention programs should aid parents in building coping skills in addition to enhancing family functioning. Al-Khalaf and colleagues reported that improvements in controlling levels and coping amongst both parents predicted improved outcomes for children with ASD [6].

According to Tellegen and Sanders, parental education programs have a direct impact on both parents

and children (especially social and communication skills). Multi-intervention techniques are frequently employed in research projects. Strategies include lectures on specific topics (e.g., the definition and etiology of ASD, factors associated with parental stress, principles of managing behavior, positive discipline for adapting to the disorder, coping strategies, and strategies for improving social and communication skills, and managing parenting stress), group discussions, problem solving skills, role playing, homework assignments, and building social support through relationships between parents [6].

After entering the pandemic period, many interventions are directed at programs to reduce parenting stress and improve parenting skills that are widely accessible and can be directly applied in child care. Several interventions are summarized in a systematic review on how to reduce parenting stress in the midst of a pandemic [7]. These interventions include: 1) coping parenting stress with physical activity: physical activity can reduce work stress and fatigue and promote emotional recovery from stressors, 2) telehealth: medical services that are easily accessible with existing communication equipment reduce parenting stress, 3) Acceptance and Commitment Therapy (ACT): ACT conceptualizes difficult thoughts and feelings as a natural part of the human experience to be embraced flexibly, 4) The Building Regulation in Dual-Generations Program (BRIDGE): parenting program for Depressed Mothers of Preschool Children, 5) Cognitive reappraisal (CR):

Emotion regulation (ER) includes in coping strategies in a transdiagnostic approach that aims to encourage positive affective states and manage negative affective states., and 6) occupational therapists (OTs) are able to have an effect on reducing stress and are effective for reduce parenting-related depression during the COVID-19 pandemic.

The interventions to reduce parenting stress mentioned above can directly reduce parental stress, however, these interventions are not comprehensive in overcoming parenting stress. After the intervention is given, there is no guarantee that parents will be free from parenting stress, because the problem is not handled from the root. If the root of the problem is parenting, then we will find a solution there. Therefore, we need a method that can change the mindset and behavior patterns of parents in nurturing and educating children. Before we discuss the interventions needed by parents, we will discuss parenting problems that always arise and are increasingly occurring during the pandemic.

During this pandemic, parents are faced with many problems, the most important of which are economic problems, child rearing and children's learning at home. The solution that is often taken by parents to save time is to take shortcuts. One of the shortcuts in parenting is the tendency of parents to use physical punishment in disciplining children. Many studies on how to build discipline in children try to ward off the forms of corporal punishment that have been applied by parents. Research evidence shows that corporal punishment has an effect on children's behavior, emotional, moral and cognitive [8]. A meta-analysis of 75 studies focusing on parental corporal punishment yielded 79 uniquely significant effect sizes; Of these, 99% showed an association between spanking and negative outcomes in children including aggressive behavior, antisocial behavior, externalizing and internalizing behavior problems, negative relationships with parents, lower moral internalization, and slower cognitive development [8].

Improper application of discipline causes children to have various behavioral problems, such as internalization and externalization, etc. These behavioral problems eventually become a vicious cycle that again causes parenting stress.

The application of discipline cannot be separated from child rearing. Therefore, parenting strategies are needed to reduce parenting stress during the pandemic. One method of parenting is the application of a positive discipline. Positive discipline is an authoritative method that focuses on encouragement and problem-solving. In the application of this positive discipline, children are taught to understand the consequences of their behavior. What's more, positive discipline also teaches children responsibility and respect in interacting with their environment. In contrast to the conventional way, positive discipline does not use physical punishment,

yelling, or giving severe punishment to children, thus, parents avoid feelings of frustration and excessive stress.

The positive discipline method was first developed by Jane Nelsen, where she has the concept and tool of positive discipline, which consists of 6 aspects, namely: mutual respect, identifying beliefs behind the behavior, effective communication, and problem-solving skills, teaching discipline (not permissive or punitive), focuses on solutions rather than punishment and prioritizes encouragement (not praise).

This study focuses on positive discipline as a parenting strategy. We chose this strategy because previous methods of child discipline were often harmful to both caregiver and child. Discipline used in children often deviates from child abuse, discipline used by caregivers often fails to work and adds to existing stress. Researchers hope that the application of positive discipline can have a better effect on parents and children in parenting. The study on the application of positive discipline is also expected to be an alternative for other more positive changes, apart from reducing parenting stress.

2. METHOD

This research was written as a literature review with the method used is a narrative method from research results around the world related to the topic. Data search was carried out systematically with computerized database sources obtained from Microsoft Education, ScienceDirect, Ebsco, Research Gate and Google Scholar with the keywords used were (Program OR intervention) AND ("parenting Stress" OR "parental stress") AND (positive discipline) AND (pandemic OR COVID-19). The total journals obtained from the aforementioned search engines are 433 journals. Analysis was carried out following the PRISMA diagram, so that 17 journals were obtained that matched the inclusion criteria of this study. The inclusion criteria used are journals that use English and are published between 2020 and 2021 regarding positive parenting discipline programs to reduce parenting stress during the pandemic. The steps for searching data through a computerized database source can be illustrated in the following PRISMA diagram can be seen in Figure 2.

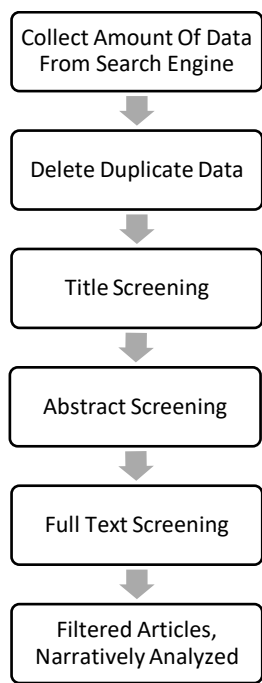


Figure 2 PRISMA diagram

Table 1 Summary Table of Research Results

| No | Author | Year | Title | Research Design | Sample | Primary Results |
|----|---|------|---|--|--|--|
| 1 | Liliana A. Ponguta, et al. | 2020 | “Effects of the Mother-Child Education Program on Parenting Stress and Disciplinary Practices Among Refugee and Other Marginalized Communities in Lebanon: A Pilot Randomized Controlled Trial” | Experimental research randomized control trial (RCT) | 106 mother-child dyad | “An exploratory analysis of dyadic interactions revealed a reduction in PSI was associated with a reduction in violent parenting after the intervention.” “Research analysis shows that MOCEP has a positive impact on disciplinary practice and parenting stress in high vulnerability contexts.” |
| 2 | Lauren Stenason, Jessie Moorman, and Elisa Romano | 2020 | “The Experiences of Parents and Facilitators in a Positive Parenting Program”; | “Qualitative Studies (focus group discussions with semi-structured interviews), phenomenological approach” | 4 facilitators and 7 parents | “Parents and facilitators pointed out that PDEP helped them learn new ways of thinking about parenting and contributed to a holistic change in their approach to parenting, including finding a balance between structured and sensitive parenting practices.” |
| 3 | Nirbhay N. Singh, et al. | 2020 | “A Component Analysis of the Mindfulness-Based Positive Behavior Support (MBPBS) Program for Mindful Parenting by Mothers of Children with Autism Spectrum Disorder” | “Experimental research three-arm randomized controlled trial design” | 227 Mothers with Autism Spectrum Disorder (ASD) children | Positive results for ASD mothers and children were greater in the MBPBS condition, followed by the MB (mindfulness) condition, and the least in the PBS (positive behavior support) condition. |
| 4 | R. Danasu, et.al | 2021 | “A Study To Assess The Attitude Towards Corporal Punishment And Practice Of Positive Discipline Among Parents of Pre-Schoolers In Selected Rural Area, Puducherry” | Correlational research | 100 mothers with young children | “There is a positive correlation between attitudes towards corporal punishment and positive discipline practices among parents of early childhood. This study revealed that attitudes toward corporal punishment and positive disciplinary practices were not associated with their chosen demographic variables.” |
| 5 | Nikita K. Schoemaker, et al. | 2020 | “Positive parenting in foster care: Testing the effectiveness of a video-feedback intervention program on foster parents’ behavior and attitudes” | Experimental research randomized control trial (RCT) | 60 caregivers, ages 31–61, 83% female | “The intervention and control groups did not differ on demographic characteristics or outcome variables at the pretest. VIPP-FC was not shown to be more effective in increasing the sensitive parenting behavior of foster parents or eliciting more positive attitudes than the control condition.” |

In its working method, this study uses the ECTS point system (ECTS stands for European Credit Transfer System. The ECTS point system indicates workload) to measure the total workload for this literature review. During the search process, Researchers should expect to read abstracts of at least 3-4 times as many papers as we will include in the final literature report. We had to schedule at least 20 hours to do a literature search and skim papers for relevance. The literature study report is expected to contain a detailed review for each of the selected papers – that is, the researcher must review approximately 15 research papers. Researchers should schedule 7 hours for each research paper. This leaves approximately 25 hours to write the art piece based on the selected research paper.

3. RESULT AND DISCUSSION

Based on a study of several research journals, it can be shown in a summary Table 1 of research results as follows:

| No | Author | Year | Title | Research Design | Sample | Primary Results |
|----|--|------|--|---|---|--|
| 6 | Amalee McCoy, et al. | 2020 | “Parenting interventions to prevent violence against children in low- and middle-income countries in East and Southeast Asia: A systematic review and multi-level meta-analysis” | Meta-analysis | 11 studies | “Parenting interventions can reduce certain levels of violence against children, as well as encourage positive parent-child interactions. This intervention also has an impact on secondary outcomes such as changes in parental knowledge and attitudes, parental stress and family environment.” |
| 7 | Catherine L. Ward, et al. | 2020 | “Parenting for Lifelong Health for Young Children: a randomized controlled trial of a parenting program in South Africa to prevent harsh parenting and child conduct problems” | Experimental research randomized control trial (RCT) | 296 caregivers with clinical levels of child behavior | “Parenting for Lifelong Health (PLH) for children shows the hope of increasing positive parenting and reducing harsh parenting.” |
| 8 | Margaret M. Smith & George W. Holden | 2020 | “Mothers Affiliated with a Positive Parenting Program Report Rearing their Children Differently” | Quantitative research by comparing 2 groups | 593 mothers participated: Mothers are between 20 - 50 years old and have at least one child between 3 - 10 years old. | “This study provides some of the first empirical evidence of how affiliation with childcare organizations has a positive influence on parenting behavior and child behavior.” |
| 9 | Jirachayaporn Inpracha, et al. | 2021 | “Effectiveness of using DSPM Family-mediated Preschool Parenting Program (FMPP) in Single-district Hospital, Northern part of Thailand” | Experimental research with pre-post comparison | 30 children aged 3 – 6 years | “Developmental Surveillance and Promotion Manual - Family-mediated Preschool Parenting Program (DSPM-FMPP) can increase the Emotional Intelligence (EQ) of early childhood” |
| 10 | Paul Carroll | 2021 | “Effectiveness of Positive Discipline Parenting Program on Parenting Style, and Child Adaptive Behavior” | Quantitative research with comparison groups | 91 parents who have children with an average age of 6.89 and 6.95 years | “Attendance at Positive Discipline Parenting workshops was associated with decreased authoritarian parenting styles, decreased permissive parenting styles, and decreased parental stress. It is also associated with an increase in children's academic competence, and a decrease in hyperactive-externalizing behavior (reported by both parents).” |
| 11 | Elena Gallitto | 2021 | “Evaluation of the Positive Discipline in Everyday Parenting Program” | Quantitative research with comparison groups | 83 parents | “Parents who completed the PDEP (Positive Discipline in Everyday Parenting Program) reported more decreased consent to relative corporal punishment than non-PDEP parents both immediately and after completing the PDEP program and at 1-month follow-up.” |
| 12 | Paul Carroll & Paul Brown | 2020 | “The Effectiveness of Positive Discipline Parenting Workshops on Parental Attitude and Behavior” | Experimental research with pre-post comparison | 107 participants | “The workshops were effective in influencing several aspects of parenting attitudes and behaviors, and that attitudes and behaviors were consistent with the concept of authoritative parenting. A 3-month follow-up was also assessed, which seems to indicate that most effects persist after discontinuation of the program.” |
| 13 | Tiurma Basa Marina Simanjuntak, et al. | 2020 | “Christian-Based Positive Discipline Program in Exchanged Mindful Parenting Skills of Mothers” | Quasi-experimental research with non-equivalent control group pretest and posttest. | 20 Mothers in the Christian community with children aged 4 – 6 | “The results obtained from this study indicate that the Christian-based positive discipline strategy program has an effect on improving mindful parenting skills.” |
| 14 | Sri Nurhayati & Tita Rosita | 2020 | “Positive Parenting Training Program Implementation to Increase Parents' Emotional Intelligence in Raising Well Being Children” | The approach used is qualitative with descriptive method. Data collection is done through observation, interviews, documentation and literature study | 15 parents | “This positive parenting training program succeeded in increasing the emotional intelligence of parents along with increasing parental knowledge about positive parenting, increasing understanding in educating and raising children well.” |

| No | Author | Year | Title | Research Design | Sample | Primary Results |
|----|----------------------------|------|---|------------------------|--|--|
| 15 | Raden Rachmy Diana, et al. | 2021 | “Parental Engagement On Children Character Education: The Influences Of Positive Parenting And Agreeableness Mediated By Religiosity” | Correlational Research | 210 parents of elementary school students | “The results showed that: (1) there was a significant relationship between positive parenting and agreeableness on parental involvement, (2) religiosity acted as a mediator of the relationship between positive parenting and agreeableness on parental involvement, and (3) the mediating function of religiosity was higher in agreeableness compared with positive parenting. It can be concluded that the relationship between agreeableness and parental involvement will not be formed without religiosity as a mediator.” |
| 16 | Ana Okorn, et al. | 2021 | “The Importance of Mothers’ and Fathers’ Positive Parenting for Toddlers’ and Preschoolers’ Social-Emotional Adjustment” | Correlational research | 446 Dutch families (446 mothers and 446 fathers) | “Increased support from mothers and fathers, and provision of maternal structures were associated with lower levels of children's externalizing and internalizing behaviors.” “Positive discipline from mother and father was associated with lower levels of child externalizing and internalizing behavior, and stimulation from mother and father was not associated with either.” |

All research journals that have been reviewed are 16 journals, related to positive discipline programs and parenting stress. Some have designed positive discipline programs as a whole and some have included positive discipline in one part of the program. Some studies directly refer to a program to reduce parenting stress, but there are also those that place parenting stress as a mediator for other variables. We will discuss several programs that use positive discipline principles to reduce parenting stress, namely positive parenting [9]–[13] positive discipline [8], [14], [15], mindful parenting [16], [17], mother - child education [18], Developmental Surveillance and Promotion Manual - Family-mediated Preschool Parenting Program (DSPM-FMPP) [19], parenting intervention to prevent violent [20], [21], and affiliation with childcare organization [22].

3.1. Positive Parenting Program

Positive parenting aspects such as parental support, stimulation, positive discipline, and structure are all important for social-emotional adjustment of toddlers and preschoolers. In positive parenting practices, children who received support from parents had fewer social emotional difficulties than those who did not receive parental support [13]. Diana et al [12] discovered a significant relationship between positive parenting and agreeableness on parental engagement, and religiosity served as a mediator of the relationship between positive parenting and agreeableness in parental engagement, with religiosity serving as a better mediator of agreeableness than positive engagement. It was concluded that without religion as a mediator, there would be no association between agreeableness and parental engagement. Thus, in addition to other positive parenting aspects, including religiosity in positive parenting program will strengthen agreeableness and parental engagement. Another study proves that positive

parenting training programs are beneficial for improving the psychological well-being of parents. This research conducted in Indonesia shows that the positive parenting training program has succeeded in increasing the emotional intelligence of parents along with increasing parental knowledge about positive parenting, increasing understanding in educating and raising children well [11].

3.2. Positive Discipline Program

Carroll conducted two studies [14, 15] that shown that attendance at Positive Discipline parenting seminars was associated with a drop in authoritarian parenting style, a decrease in permissive parenting style, and a decrease in parental stress. It was also associated with an increase in academic ability in children and a decrease in externalizing-hyperactive behavior (both parent-report). These findings imply that positive discipline parenting seminars can change parenting styles and have a favorable impact on the children of parents who attend. A 3-month follow-up, on the other hand, was also evaluated, and it appears that most effects endure after the program is terminated. Persistence in applying positive discipline demonstrates that positive discipline is simple to learn and apply because parents utilize it on a daily basis.

3.3. Mindful Parenting Program

Mothers of autistic children enrolled in the MBPBS (Mindfulness-Based Positive Behavior Support) program reported greater reductions in perceived psychological stress, reduced children's aggression and disruptive behavior, and significant improvements in compliance (i.e., responsiveness to maternal requests). Changes in all variables for mothers and their children were maintained for 3 years post-intervention. For children with special needs such as autism, positive discipline in the

mindfulness program will be more effective, because autistic children need different attention than children in general. Mindful parenting is effective parenting because it means that the parent is actually present at the moment of parent-child interaction and is therefore able to emotionally connect with the child and meet his or her needs is considered essential [16].

3.4. Mother – Child Education Program

MOCEP (Mother - Child Education Program) has a positive impact on discipline and parenting stress in a high vulnerability context, but the broader effect on maternal and child outcomes depends on their presence in the implementation of the program Implementation of the availability of other services. This study found that mothers participating in MOCEP reported less severe disciplinary measures. An earlier systematic review of the literature found that home visit programs reduce child abuse, and meta-analyses suggest that different modalities of parenting programs also reduce child abuse, harsh and dysfunctional parenting [18]

3.5. Developmental Surveillance and Promotion Manual - Family-mediated Preschool Parenting Program (DSPM-FMPP)

This program is developed for parents to guide and promote child development through activities such as hugging, singing, playing, dancing, drawing, creating concentration, and creating positive discipline in order to have good physical, mental and emotional development. The results are adults growing up to be individuals who can live in society with pleasure. The objectives of the program were: 1) to promote skills for parents in nurturing their children and to create positive discipline during early childhood, 2) to learn processes from activities among parents and guardians of children in early childhood, 3) to provide parents with the knowledge and skills to promote positive discipline of children in early childhood. This program is suitable for early childhood between 3-6 years old and their parents, guardians, or caregivers [19].

3.6. Parenting Intervention to Prevent Violent

Positive discipline practices and attitudes toward corporal punishment have a significant correlation [21]. Parenting interventions based on social learning theory currently provide the strongest evidence for avoiding violence against children. A growing number of experimental investigations of such interventions have been conducted in East and Southeast Asia's low- and middle-income countries (LMICs) (China, Thailand and Indonesia). The purpose of this study is to conduct a comprehensive review and meta-analysis of the effectiveness of parenting treatments in preventing child abuse. Eleven studies were found using internet databases, expert contacts, and previous review

references. Meta-analyses were then conducted independently for each of the five outcome categories: 1) Abuse, violence, or negative parenting; 2) parental knowledge or attitude; 3) positive parent-child relationship; 4) parental stress; and 5) family environment According to the findings, parenting interventions can lower certain levels of violence against children while also encouraging healthy parent-child connections. Secondary outcomes of this intervention include improvements in parental knowledge and attitudes, parental stress, and family environment. Parental stress, in particular, is linked to risk factors for child neglect and physical aggression against children [20].

3.7. Affiliation with Childcare Organization

Research conducted by Smith & Holden evaluated parental reported behavior among mothers of Attachment Parenting International members and a comparison group. Researchers chose API because the program is growing, has been around for almost 25 years and has many international researchers. API mothers reported significantly warmer mother-daughter relationships and engaged in more non-coercive discipline than matched comparison mothers. However, there were no significant group differences in child adjustment issues. The use of warmth for API mothers with fewer internalization symptoms than the comparison mothers. In addition, the use of non-coercive discipline of API mothers with symptoms of child externalization was less than the comparison group. The API principles for attachment parenting that are used as the basis for implementing childcare are: 1) Prepare for pregnancy, birth, & Parenting, 2) Strive for balance in personal and family life, 3) Feed with love & respect, 4) Use nurturing touch, 5) Ensure safe sleep, 6) Provide consistent, loving care, 7) Practice positive discipline. The description of the positive discipline practice is to promote a supportive learning environment rather than instilling fear of punishment, and 8) Respond with sensitivity. The involvement of parents in parenting organizations is a form of social support and the expansion of discourse in parenting knowledge and application.

4. CONCLUSION

Childcare programs that include positive discipline principles have various designs, so that they can be used for different purposes by different users. For example, positive parenting programs can be used in general, positive discipline programs and parenting interventions for violent prevention are often used to prevent child care at risk of violence, mindful parenting based positive behavior is appropriate for parents with children with special needs, while mother - child education program and DSPM-FMPP are suitable for use in children under five. There are also findings that can be included as new

aspects of positive discipline programs, such as religiosity.

In addition, it should be noted that the effectiveness of the parenting program is also influenced by the presence of parents and their persistence in carrying out the program in their daily lives at home. Therefore, one more support is needed, namely the parenting community. The parenting community will be a support and social support for parents, especially mothers as the main caregivers for children.

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