

Parent Child Interaction Therapy (PCIT) in Family Parenting with Violence: Psycho-spiritual Perspective

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Abstract---

Purpose: *This article aims to describe the impact of parenting with violence perpetrated by adults on family members in a psychospiritual perspective. Parental care patterns for children have a significant impact on child development. A child who is raised with a parenting model of violence will grow up with various emotional and behavioral problems.*

Methodology: *The research design uses a qualitative approach with a single case. The main informants are children and mothers who have psychological problems. Characteristics of elementary school-aged children and experiencing parental violence in families by adults. Characteristics of mothers, experiencing domestic violence by spouses and parents. The assessment method to elaborate the conditions of families who commit violence using graphic tests, CSTS, binets, interviews, and observations. The intervention method used to deal with problems of parenting with violence is a behavioral approach with parent-child interaction therapy (Parent Child Interaction Therapy) techniques. Data analysis uses descriptive narrative analysis techniques.*

Results: *The findings show that the impact of caregiving with violence in the family by adults in the form of ... Thus it can be concluded that caregiving with violence in the family has a psychospiritual impact on the growth and development of children, which inhibits maturity and self-exploration.*

Applications/Originality/Value: *The need for the application of spiritual-based parent-child interaction therapy in families with psychological problems.*

Keywords--- *Child Behavior Problem, Violence Parenting, Family.*

I. INTRODUCTION

Cases of violence against children in Indonesia are increasing based on the results of the 2018 National Survey of Child and Youth Life Experiences. The Ministry of Women's Empowerment and Child Protection shows that 1 in 2 boys and 3 in 5 girls experience emotional abuse. Furthermore 1 in 3 boys and 1 in 5 girls have experienced physical violence. The PPPA Ministry received 151 cases that occurred in 73 districts or cities in 22 provinces. As many as 31.78% of cases could be handled and resolved, 6.62% of the case locations were not tracked successfully and 61.58% of cases did not get feedback (kemen-pppa.go.id).

The family provides opportunities for children to go through the process of growing and developing in an

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environment and relationships. Parental care has an impact on children's development. The process of nurturing takes place involving two directions namely the parent's behavior will affect the child's behavior and vice versa the child's behavior will affect the parent's response (Lestari, 2014). A history of a negative initial relationship between mother and child, for example the mother's experience in giving poor care to children, is significantly related to forming negative emotions in children (Kim & Kochanska, 2012).

The deterioration in the quality and effectiveness of parenting behaviors will cause symptoms such as decreased expression of warmth, increased strict discipline methods, lack of consistency in parenting, and a rejection of the role of caregiving. For parents who are not able to manage the stress of caregiving, it will be easy to commit acts of violence on children, thus adversely affecting the formation of the child's personality. Decreasing the quality of care will increase emotional and behavioral problems in children, such as defiance behavior, anxiety, and sadness (Lestari, 2014). Children with parental care that are authoritarian and less warm become a risk factor for the emergence of aggressive and disruptive behavior in children. Furthermore, it can contribute to the development of deviant behavior and adjustment problems in children (Hosokawa & Katsura, 2019).

The latest research results show that alcoholic families are at risk of experiencing conflicts in marriage, antisocial behavior, and depression which have a negative impact on parent-child relationships. Children of alcoholic fathers tend to exhibit aggressive, impulsive, hostile, and intimidating behaviors. In addition, children will experience difficulty in controlling themselves, adjusting, concentrating, and showing less responsibility and having negative emotions (Masroor et al., 2019). Characteristics of parents who are prone to depression, have problems with attachment to children, rigid in carrying out the role of parents, feel incompetent, relationships with partners who are not harmonious, and have poor health can trigger stress in care (Lestari, 2014).

Research proven to show effectiveness in reducing behavior disorders in children is cognitive-behavioral therapy that focuses on children through group-based social skills training by involving group play, activating children's resources, and providing opportunities to develop prosocial interactions in groups (Goertz-Dorten et al., 2019). Other findings show that the involvement of parents is large enough to reduce behavior disorders in children. An example is a game-based and interaction-based intervention program that has a significant role in developing positive behavior in children. Parent Child Interaction Therapy or PCIT is a fact-based behavioral training program that involves the roles of parents and children simultaneously. Eyberg's research proves that traditional play therapy has benefits for families who do because it focuses on how to build a warm and safe therapeutic relationship in the family (McNeil & Hembree-Kigin, 2010).

PCIT therapy is divided into two stages, namely the phase of direct intervention on children (Child Directed Intervention or CDI) and the phase of direct intervention on parents (Parent Directed Intervention or PDI). In the first phase, parents are taught to follow the therapist's direction at children during play by using non-directive skills, namely giving appreciation, pondering, imitating, illustrating, and enjoying or "PRIDE" (Praising, Reflecting, Imitating, Describing and Enjoyment), and asked to avoid criticism, questions, and instructions. The next session was held for five meetings to train (coaching) the ability of mothers to achieve success criteria. In the second phase, parents are taught to give effective instructions as well as to provide specific consequences for disobedience or

violating rules (Paramita, Hadith, & Hartiani, 2019).

PCIT is a combination of play therapy with operative behavior therapy aimed to addressing disruptive behavior problems in preschool-aged children and early school-age children (Costello, et al., 2011). Evidence was obtained that PCIT demonstrated effectiveness for disruptive behavior in children (Pramono, 2014), and dealt with problems of disruptive behavior in pre-school age children (Paramita et al., 2019). PCIT also shows effective results to prevent physical abuse by parents who are abusive towards children and reduce negative interactions between parents and children (Chaffin et al., 2004). The benefits of PCIT approach is to focus on the relationship between the two parties (dyadic) relationship between parent and child as part of a whole (Lestari, 2014).

Referring to previous research, and based on the results of observation and interview that have been conducted, researcher assume that parenting with violence by parents or adults towards children is related to behavioral problems in children, so the role of parents (especially mothers) is important to prevent hard parenting styles on children. Mothers' skills and abilities in parenting become a key component in regulating children from the emergence of negative emotions (Deater-Deckard, Wang, Chen, & Bell, 2012).

Based on the background that has been presented before, the problem raised in this study is how the influence of PCIT intervention in building more positive interactions between parents and their child. This study aims to (1) describe the phenomenon of parenting with violence in family, (2) test PCIT interventions in reducing behavioral problems in a child, and (3) analyze the child and her mother interactions in a psychospiritual perspective. The theoretical benefits of research are able to contribute to the development of the concept of psychological interventions that are family-based and are practically able to reduce problematic behavior in a child and build positive relationships between a child and her parents through interaction and play.

II. METHOD

The study design uses a qualitative approach with a single case to provide an overview of the phenomenon of child behavior problems and describe the effect of the PCIT intervention method to reduce behavior disorders in the child who are groomed with violence by parents (adults). The study design uses A-B-A model which includes measurement of target conditions in the baseline phase, then the provision of interventions, and then measurements in the follow-up phase. During the intervention phase, the subject's condition will be measured, then follow-up, and compared to determine the effect of the intervention.

The intervention model used is parent child interaction therapy (PCIT) which aims to reduce the symptoms of behavior problems in children. The approach used to analyze the findings is a comparison between behavioristic and psychospiritual approach. Behavioristic is a scientific view of human behavior based on overt behavior and psychospiritual, namely a scientific view of human behavior is influenced by the relationship between the creator and his creation. Humans are basically shaped and determined by the cultural social environment. All human behavior is studied. Behavioral therapy is directed at the goals of obtaining new behavior, eliminating maladaptive behavior, and strengthening, and maintaining desirable behavior (Corey, 2007). While psychospiritual-based therapy bases its intervention through activities related to rituals of spirituality and spirit on the values of goodness that is believed by someone. Spirituality is the power of values and meaning (Wiramiharja, 2017).

The main informants consisted of children and mothers who have psychological problems. Characteristics of children aged 7 years and experiencing parental violence in the family carried out by adults, both parents (father or mother) and other family members. While the characteristics of mothers are adult women who experience domestic violence by spouses and or parents. Methods of assessment and data collection using interviews, observation, graphic tests, Binet, and CSCT. Interviews were conducted with the subject and also the family to describe the history of development and parenting patterns in the family. Observations were made to describe the prominent violating behavior indicators on the subject and the patterns of parent-child interaction. Graphic tests are used to describe the development of the ego of the subject, the source of the subject's anxiety about the environment, self-concept, subject's emotional affect, and the subject's perception and attitude towards the family. Binet test is used to determine the intelligence capacity and CSCT to find out the problem areas faced by the subject. The intervention method uses a behavioral approach with parent-child interaction therapy (PCIT) technique. The method of data analysis uses descriptive narrative analysis technique.

III. RESULT AND DISCUSSION

Describing The Phenomenon of Parenting with Violence in Family

Phenomenon Contextual

Based on the case findings during psychological counseling for about two months (September-October 2019), the subject is a seven years-old girl with the initial S, it was found that the subject experienced a tendency for behavioral disorders in a family context. This means that interference is only limited in the family environment marked by the emergence of aggressive behavior such as opposing, threatening, beating, insulting, cursing, and stealing, only occurs in the home environment or limited to interactions with the nuclear family, namely the relationship between parents and children. But when the subject is outside the family environment, no symptoms of behavior disorder are found as when in the family environment.

As a result of tracing the child's pregnancy history or prenatal period, the mother of the subject experiences physical or emotional pressure from the conflict of the relationship between the grandmother and the father of the subject. Since get married, her mother found that her father had a habit of behaving in violation of social norms, such as drinking, gambling, and cheating. The subject was born with limited socio-economic conditions, because her parents worked as scavengers. The limitation of the socio-economic condition of the family makes her father experience pressure and often do physical and emotional abuse to the her mother. Violence in this family is often witnessed by the subject without a solution from a large family. In fact, often the involvement of the her grandmother in intervening in family matters, further aggravates the rift and disharmony of the her parents.

Currently the subject lives with her mother and grandmother after the divorce of both parents in 2014. The subject's grandmother has a strong parenting character in caring for the mother and the subject. The subject's grandmother will commit verbal and physical violence to the mother and the subject when they don't follow her orders and wishes. The subject's mother experienced psychological pressure and difficulty in controlling herself, so that she often used violence on the subject. Patterns of violence that are often experienced by subjects and occur repeatedly by grandmothers and mothers become a model and then shape the subject's new behavior in dealing with

daily problems. This finding is supported by research which concludes that parental inconsistency, such as that done by the subject's grandmother and mother, will have an impact on the child's difficulty in regulating emotions (Masroor et al., 2019).

Children with behavioral disorders have the characteristics of lack of moral awareness, lack of remorse for their misbehavior, and consider antisocial actions as something fun, even become part of self-concept. Learning theory which involves modeling and operant conditioning shows that children can learn aggressiveness from parents who behave aggressively. Children who are physically abused by parents have a strong possibility of being aggressive. Aggression is a way to achieve goals that are effective even if it is not fun, and is likely to get reinforcement. Therefore after being imitated, aggressive actions are likely to be maintained (Nevid, et al., 2005).

Handling of the case is done using PCIT sessions in the her home. Therapy is divided into two phases, namely the phase of Child Directed Intervention (CDI) and Parent Directed Intervention (PDI). During the pre-therapy phase a screening process was conducted for the subject's interaction patterns when playing together with the mother. This phase the mother has not been actively involved in the game of subject S. The mother did not give any response, such as praise, reflection, and has not been able to describe again what the subject of S. However, the mother has imitated and looks enthusiastic about playing together the subject. The subject's mother says in a high tone (verbal aggressiveness) or responds negatively when subject S makes mistakes and tends to undermine the ability of subject S in his game. The subject's mother who tells by screaming makes the subject S respond to her mother's behavior by screaming (verbal aggressiveness).

Reflecting on the events experienced by subject S's family, it appears that the emotional attachment between mother and subject S is less intertwined. This can be seen from the subject's mother's skills that are still stiff, awkward, and seem less responsive when initiating interactions in group games. The findings of various studies indicate that the attachment that exists between parents and children is able to minimize criminal acts, violence, and negative behavior that occurs in the community and school. Parents are expected to be able to understand the emotional needs of children, such as the desire to greet each other, play together, and share stories about daily experiences. This can be done by providing comfort to children when they are close together. Positive attachment between children and parents will provide social welfare to children, increase self-esteem, be able to control emotions, and strengthen physical health, so that children are able to develop mastery of the new environment and produce positive relationships with others (Sari, Devianti, & Safitri, 2018).

PCIT Interventions in Reducing Behavioral Problems in A Child

During the CDI phase, you are taught to follow the direction of the subject S in playing and the therapist will direct the subject to follow and imitate the skills in giving praise, reflecting, imitating, and describing what S is doing and showing enthusiasm in playing. The first stage of the game is the subject's mother puzzle directly praising S the smart child while the mother is stupid and not as clever as the subject S. The subject's response S directly answers that it is wrong and says that her mother is also smart. Then the subject S said that he could complete the task or game that was done (the subject's confidence appeared)

The therapist encourages the subject's mother to reflect by saying "yes yes" to subject S and asks the subject's

mother to rub the subject's head S. Subject S responds by turning and holding the mother's cheek. The subject's mother responds again without being told to copy what S's subject did by installing puzzles. When subject S compiles a particular part of the puzzle, the therapist praises the subject S's fast work and asks the subject's mother to repeat it. The subject's mother responded by saying "wow, it's ready". After subject S completes half of the puzzle, the therapist compliments subject S who quickly completes the puzzle, then asks the subject's mother to repeat it. The subject's mother produced the phrase "S very good". The therapist reflects the S subject's feelings when his mother says he is "very good" and the S subject feels happy. During the first game, the subject S and the mother of the subject did not show any high-pitched or angry tones.

During the CDI role play session, subject S chose to play drawing, i.e. drawing flowers. The subject's mother started by asking "wow, what flower is that?" on subject S. The therapist directs the subject's mother to ask how much interest is drawn. Subject S answered well and did not shout. The therapist asks subject S to name the flower and dictate the letters for sunflower writing. The therapist asks the subject's mother to continue helping to detect the subject's S letters for Sunflower writing. The therapist asks the subject mother to give praise as before. The subject's mother said "S very good" while showing a thumb on the subject S.

Based on the results of preliminary observations before the intervention, the mother of the subject seemed to give the command in a high tone, thus making the subject S reluctant to carry out the command and even snapped back at the subject's mother. The subject's mother is often seen giving orders simultaneously and is less specific. Children who have good attachment to parents will have a sense of trust in parents and are able to establish good communication with parents. Vice versa, parents will give a good response when children are willing to establish communication with their parents. However, if the child does not have a good attachment to parents, this is characterized by feelings of anger or neglect from parents in children, there will be distrust and lack of positive communication between children and parents (Sari et al., 2018).

Furthermore, during the PDI phase, the therapist gives direction and guidance of "coaching" in the form of effective commands to the mother of the subject during the process of playing with the subject S. During the process of playing, the mother will be directed to give commands to the subject S. With clear commands on one subject task S is able to solve it without arguing. For example, when the subject's mother gives an order to the subject S to clean up the toys after they are used and fetches certain items, the subject's mother gives the commands smoothly and gently, accompanied by clear command sentences. Subject S was willing to carry out the subject's mother's orders even though at first showing spoiled behavior and asking for help again. The process of growth and development of children depends on the care given by their parents. Problems with different children's behavior are often forms of appearance of conflicts that occur during the development of a child's personality towards the behavior of parents, siblings, teachers or friends associated with them (Rianti & Hariyanti, 2015).

Although in PCIT interventions there are many limitations regarding maternal skills in CDI and PDI sessions, subject S responds positively to the mother's new behavior when playing together. Mothers with symptoms of psychological disorders inhibit their (mother-child) interaction ability to complete all intervention sessions. However, this does not preclude acquisition of skills or positive change when participating in PCIT (Timmer,

Urquiza, & Zebell, 2006). Girls with behavioral problems will benefit a lot when involving parents in managing their anxiety, rather than just intervening in children alone (Forehand, Jones, & Parent, 2013).

Children who experience conflicts with parents generally difficulties and dysfunction in certain areas of their behavior. When various therapies and psychoeducation programs fail to resolve conflicts, new approaches to help provide care as a fulfilling a child's psychological needs can be carried out, such as directed co-parenting intervention (DCI). DCI aims to rebuild the structure of family functions that are consistent and child-centered in a caring environment through parallel interventions to alleviate children's emotional burdens and maintain the family system (Garber, 2004).

The results showed that parents' attitudes influence a child's personality. Parents who educate children lovingly produce a child's personality that is more responsible, friendly, and creative. While parents who are too spoiled can produce a lazy child personality. As for parents who provide physical punishment to children will produce children who are moody and timid. Furthermore, parents who teach children to socialize with their environment will produce the personality of children who are skilled in good language (Teintang, Sinolungan, & Opod, 2015).

The Parent-Child Interaction in Psychospiritual Perspective

Psycho-spiritual perspective or spiritual psychology is interpreted as a psychology that believes that the most determining behavior and mental background of a person is spiritual. Spiritual is the power associated with values and the meaning of something that drives the emergence of behavior (Wiramiharja, 2017). Islam presents a comprehensive model for all aspects of life. Many of the guidelines and principles taught by Islam form a framework designed to prevent individual and social problems at all levels of society. The family, rather than the individual, is considered to be the basic unit of society, and family relationships are specifically protected by rules that guard against potential abuse. While many other aspects of life are guided by broad principles and values, teachings related to the protection of a healthy family unit are given with great detail in the Qur'an and in the teachings of the Prophet Muhammad (Alwani & Abugideri, 2003).

Islamic Sharia in the Noble Qur'an and the Sunnah of the Prophet Muhammad SAW gave full attention to securing all the rights needed to ensure a healthy psychological climate when raising children, a climate where they learn about the world, practice habits, and live in their social norms. Spiritual Islam emphasizes the rights possessed by children, namely: the right of children to start a healthy life; children's rights in the family, such as giving names, property, and inheritance; the right of children to appropriate health care and nutrition; the right of children to education and acquisition of skills, the right of children to live a dignified and safe life, and the right of children to have society. Therefore the state must play a role in supporting and protecting children's rights (Unicef & Al Azhar, 2005).

The Islamic psychospiritual paradigm in this case evaluates the neglect of children's rights especially in the right of children to have a healthy life; children's rights in the family; the right of children to appropriate health care and nutrition; the right of children to education and acquisition of skills, the right of children to live a dignified and safe life, and the right of children to have society. Thus all children's rights on the subject S are not obtained. With this condition it can be ensured that various problems will arise related to their biological, psychological, social and

spiritual conditions. As we have seen, subject S has behavioral problems at an early age. The scary thing is that if there are no appropriate interventions in the next phase of development, it is certain that the subject S will experience difficulties or failure in adulthood. This means that the parents or family as a social system of the community have failed in carrying out the mandate from God about the gift of children.

Based on the case studies that have been described, it can be concluded that the failure of parents or family in parenting is mostly related to factors are lack of parenting knowledge, economic problems, family conflict, domestic violence, trauma or emotional injury, divorce, and failure to socialize. This is consistent with the results of the study which concluded that some of the factors that cause parents to produce stress that ultimately lead to acts of violence against children are: early marriage, lack of parenting knowledge, economic problems, family conflict, domestic violence, trauma or emotional injury, divorce, failure to socialize, and physical illness (Meaning, 2017).

Forms of violence according to UNICEF include physical, psychological, sexual and economic violence (Maknun, 2017). Physical violence is any action that results in or may result in physical damage or pain such as slapping, hitting, rotating arms, stabbing, strangling, burning, kicking, threatening with objects or weapons, and killing. Psychological violence includes behavior aimed at intimidating and abusing, threatening or abusing authority, limiting going out of the house, supervising, taking custody of children, damaging children's objects, isolating, verbal aggression and continual humiliation. Sexual violence such as forced sexual activity through threats, intimidation or physical force, forcing unwanted sexual acts or forcing sex with other people. Economic violence includes actions such as refusal to provide funding or financial contributions, refusal to provide food and basic needs, and control access to health care and employment. The violence forms by the parents or families of subject are mostly psychological, especially are intimidating and abusing, threatening or abusing authority, or verbal aggression and continual humiliation. This happens because in reality the parents (mother) of the subject also experience the same or recurring conditions as subject S, namely parenting with violence by the subject's grandmother. In other words, the subject's family experiences maybe what is referred to as a traumatic transgenerational. The theory which states that trauma can be transferred from the first generation of trauma survivors to the second and further generations of offspring of the survivors via complex post-traumatic stress disorder mechanisms.

This family unit may consist only of the nuclear family, but more likely encompasses members of the extended family. There are often cultural expectations in predominantly Muslim countries that encourage living as part of an extended family. In addition, Islam encourages taking care of one's relatives, with particular emphasis on being kind and respectful towards elderly parents. In some cultures, there is the "family home" which belongs to the parents but may also be home to married children and their offspring. The extended family provides support on multiple levels, including financial and emotional. Even if nuclear families live separately from the extended family, there are strong emotional ties. During times of crisis, or when major decisions need to be made, the whole family often becomes involved. In many countries, including Indonesia, if there is conflict between spouses, the wife may stay with her family until the situation is diffused. Extended family members may be turned to for intervention when the couple is unable to resolve a problem on their own (Alwani & Abugideri, 2003).

IV. CONCLUSION

Parent Child Interaction Therapy can reduce emotional and behavioral problems in children with violence care in the family. Through play activities by involving parents and children can practice parenting skills in building positive relationships with children who experience emotional and behavioral problems. The implications of the research as a follow-up intervention that is to provide assistance and supervision on an ongoing basis to monitor children's development. The recommendation of the research is efforts to find figures who are able to provide care to the subject so that they have new and positive moral values outside the family environment that is violent.

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