

**FAKTOR RISIKO DAN FAKTOR PROTEKTIF PARENTIFIKASI PADA
SISWA SMA BERDASARKAN STATUS SOSIAL EKONOMI RENDAH**

(Studi Fenomenologi di Salah Satu Sekolah Menengah Atas Negeri di Kota
Bandung Tahun Ajaran 2025/2026)



SKRIPSI

diajukan untuk memenuhi syarat memperoleh gelar Sarjana Pendidikan dalam
Bidang Bimbingan dan Konseling

Oleh:

Desta Nurul Tazala

2107354

PROGRAM STUDI BIMBINGAN DAN KONSELING

FAKULTAS ILMU PENDIDIKAN

UNIVERSITAS PENDIDIKAN INDONESIA

2025

**FAKTOR RISIKO DAN FAKTOR PROTEKTIF PARENTIFIKASI PADA
SISWA SMA BERDASARKAN STATUS SOSIAL EKONOMI RENDAH**
(Studi Fenomenologi di Salah Satu Sekolah Menengah Atas Negeri di Kota
Bandung Tahun Ajaran 2025/2026)

Oleh:
Desta Nurul Tazala
2107354

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Ilmu Pendidikan

©Desta Nurul Tazala
Universitas Pendidikan Indonesia
Agustus 2025

Hak Cipta dilindungi Undang-Undang
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian dengan dicetak
ulang, difotokopi atau cara lainnya tanpa izin dari penulis

LEMBAR PENGESAHAN

DESTA NURUL TAZALA

NIM 2107354

FAKTOR RISIKO DAN FAKTOR PROTEKTIF PARENTIFIKASI PADA SISWA SMA BERDASARKAN STATUS SOSIAL EKONOMI RENDAH

Disetujui dan disahkan oleh:

Pembimbing I



Prof. Dr. Anne Hafina Adiwinata, M.Pd.

NIP 196007041986012001

Pembimbing II



Dr. Ipah Saripah, M.Pd.

NIP 197710142001122001

Mengetahui,

Ketua Program Studi Bimbingan dan Konseling

Fakultas Ilmu Pendidikan

Universitas Pendidikan Indonesia



Dr. Ipah Saripah, M.Pd.

NIP 197710142001122001

ABSTRAK

Desta Nurul Tazala (2025). Faktor Risiko dan Faktor Protektif Parentifikasi pada Siswa SMA Berdasarkan Status Sosial Ekonomi Rendah

Penelitian ini bertujuan untuk menggambarkan fenomena parentifikasi serta mengidentifikasi faktor risiko dan faktor protektif yang dialami oleh siswa SMA dengan latar belakang status sosial ekonomi rendah. Parentifikasi merujuk pada kondisi di mana anak mengambil alih peran dan tanggung jawab orang tua, baik secara instrumental maupun emosional. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi fenomenologi, melibatkan dua partisipan dari salah satu sekolah SMA Negeri di Kota Bandung yang terindikasi mengalami parentifikasi. Data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan teknik tematik dengan bantuan perangkat lunak NVivo. Temuan menunjukkan bahwa siswa mengalami parentifikasi dalam bentuk tugas domestik, merawat saudara, serta memberikan dukungan emosional kepada anggota keluarga. Dalam proses ini, ditemukan berbagai dampak, baik positif seperti peningkatan rasa tanggung jawab dan kemandirian, maupun negatif seperti stres, kecemasan, dan gangguan sosial. Adapun faktor risiko yang dominan meliputi tekanan ekonomi keluarga, ketidakhadiran orang tua, serta rendahnya dukungan sosial. Sementara itu, faktor protektif yang muncul mencakup dukungan dari anggota keluarga, kelekatan emosional, dan kapasitas empati.

Berdasarkan temuan, ditarik kesimpulan bahwa pengalaman parentifikasi pada siswa SMA yang berasal dari keluarga berstatus sosial ekonomi rendah membentuk dinamika kompleks yang dapat berdampak positif maupun negatif, tergantung pada interaksi antara faktor risiko dan protektif yang dimiliki individu.

Kata kunci: Parentifikasi, Faktor Risiko dan Protektif, Remaja, Status Sosial Ekonomi Rendah

ABSTRACT

Desta Nurul Tazala (2025). Risk Factors and Protective Factors of Parentification in High School Students Based on Low Socioeconomic Status.

This study aims to describe the phenomenon of parentification and to identify the risk and protective factors experienced by high school students from low socioeconomic backgrounds. Parentification refers to a condition in which a child assumes the roles and responsibilities of a parent, both instrumentally and emotionally. This research employed a qualitative approach with a phenomenological study design, involving two participants from a public high school in Bandung City who were identified as experiencing parentification. Data were collected through in-depth interviews and analyzed using thematic analysis with the aid of NVivo software. Findings revealed that students engaged in parentification through domestic tasks, caregiving for siblings, and providing emotional support to family members. These experiences resulted in both positive impacts, such as increased responsibility and independence, and negative outcomes, including stress, anxiety, and social difficulties. The dominant risk factors included economic pressure, parental absence, and low social support. Meanwhile, protective factors identified were family support, emotional bonding, and empathetic capacity.

Based on the findings, it is concluded that parentification among high school students from low socioeconomic backgrounds creates a complex dynamic that can lead to either positive or negative outcomes, depending on the interaction between the individual's risk and protective factors.

Keywords: Parentification, Risk and Protective Factors, Adolescents, Low Socioeconomic Status

DAFTAR ISI

LEMBAR PENGESAHAN	i
PERNYATAAN BEBAS PLAGIASI	ii
UCAPAN TERIMA KASIH	iii
ABSTRAK	v
ABSTRACT	vi
DAFTAR ISI.....	vii
DAFTAR TABEL	ix
DAFTAR GAMBAR.....	x
BAB I.....	1
PENDAHULUAN.....	1
1.1 Latar Belakang Penelitian	1
1.2 Fokus Kajian.....	4
1.3 Tujuan Penelitian	5
1.4 Manfaat Penelitian	5
1.5 Struktur Organisasi Skripsi	5
BAB II	7
KAJIAN TEORI	7
2.1 Konsep Parentifikasi	7
2.1.1 Perkembangan Teori Parentifikasi	7
2.1.2 Definisi Parentifikasi.....	8
2.1.3 Dimensi Parentifikasi.....	9
2.1.4 Dampak Parentifikasi.....	11
2.1.5 Faktor-faktor Penyebab Parentifikasi.....	13
2.2 Teori Perkembangan Remaja	16
2.2.1 Tugas Perkembangan Remaja.....	16
2.2.2 Karakteristik Perkembangan Remaja.....	17
2.2.3 Teori Perkembangan Kognitif Piaget.....	22
2.2.4 Teori Perkembangan Psikososial Erik Erikson	23

2.2.5 Teori Perkembangan Moral Kohlberg	23
2.2.6 Teori Perkembangan Sosial Vygotsky	24
2.3 Karakteristik Remaja Berdasarkan Status Sosial ekonomi Rendah.....	25
2.4 Konsep Faktor Risiko dan Protektf.....	27
2.4.1 Definisi Faktor Risiko	27
2.4.2 Domain Faktor Risiko	28
2.4.3 Definisi faktor protektif	31
2.4.4 Domain Faktor Protektif	32
2.5 Penelitian Terdahulu	35
BAB III.....	39
METODE PENELITIAN	39
3.1 Desain Penelitian	39
3.2 Lokasi Penelitian	39
3.3 Partisipan Penelitian	40
3.4 Pengumpulan Data	43
3.5 Analisis Data	52
3.6 Keabsahan Data.....	53
3.7 Prosedur Penelitian	54
3.8 Isu Etik	55
BAB IV	56
HASIL DAN PEMBAHASAN	56
4.1 Gambaran Parentifikasi pada Siswa Berdasarkan Status Sosial Ekonomi Rendah	56
4.2 Dampak Parentifikasi pada Siswa Berdasarkan Status Sosial Ekonomi Rendah.....	70
4.3 Menggambarkan Faktor Risiko dan Faktor Protektif Parentifikasi pada Siswa Berdasarkan Status Sosial Ekonomi Rendah	82
BAB V.....	104
KESIMPULAN DAN REKOMENDASI	104
5.1 Kesimpulan	104
5.2 Rekomendasi	105
DAFTAR PUSTAKA	108
LAMPIRAN.....	114

DAFTAR TABEL

Tabel 1.....	49
Tabel 2.....	50
Tabel 3.....	51

DAFTAR GAMBAR

Gambar 3.1 Skema Prosedur Penelitian.....	54
Gambar 4.1 Perbandingan parentifikasi instrumental.....	57
Gambar 4.2 Perbandingan parentifikasi emosional.....	63
Gambar 4.3 Perbandingan perceived fairness.....	66
Gambar 4.4 Perbandingan dampak negatif dan dampak positif parentifikasi.....	71
Gambar 4.5 Perbandingan faktor risiko parentifikasi instrumental.....,,	83
Gambar 4.6 Perbandingan faktor protektif parentifikasi instrumental.....	87
Gambar 4.7 Perbandingan faktor risiko parentifikasi emosional.....	91
Gambar 4.8 Perbandingan faktor protektif parentifikasi emosional.....	94
Gambar 4.9 Perbandingan faktor risiko perceived fairness.....	98
Gambar 4.9 Perbandingan faktor protektif perceived fairness.....	101

DAFTAR PUSTAKA

- Alcantara, A. S. V, Arts, L., & University-dasmariñas, D. L. S. (2022). *A Phenomenological Study of the Experiences of Parentified Filipino Young Adults*. June, 23–24.
- Atika, A. N., & Rasyid, H. (2018). Dampak Status Sosial Ekonomi Orang Tua Terhadap Keterampilan Sosial Anak. *Pedagogia : Jurnal Pendidikan*, 7(2), 111–120. <https://doi.org/10.21070/pedagogia.v7i2.1601>
- Bauman, R. A. (2006). Childhood Parentification And Adjustment To College An Exploratory Investigation. *Journal of Allergy and Clinical Immunology*, 130(2), 556. <http://dx.doi.org/10.1016/j.jaci.2012.05.050>
- Beffel, J. H., & Nuttall, A. K. (2020). *Research in Developmental Disabilities Influences of parentification and benefit finding on prosocial behavior among typically developing siblings of individuals with autism spectrum disorder*. 104(May). <https://doi.org/10.1016/j.ridd.2020.103694>
- Borchet, J. (2020). *We are in this Together : Retrospective Parentification , Sibling Relationships, and Self-Esteem*. 2982–2991. <https://doi.org/10.1007/s10826-020-01723-3>
- Borchet, J., Lewandowska-Walter, A., Połomski, P., Peplińska, A., & Hooper, L. M. (2021). The Relations Among Types of Parentification, School Achievement, and Quality of Life in Early Adolescence: An Exploratory Study. *Frontiers in Psychology*, 12(March). <https://doi.org/10.3389/fpsyg.2021.635171>
- Chase, N. D., Deming, M. P., & Wells, M. C. (1998). Parentification, parental alcoholism, and academic status among young adults. *American Journal of Family Therapy*, 26(2), 105–114. <https://doi.org/10.1080/01926189808251091>
- Cho, A. R., & Lee, S. Y. (2019). Exploring effects of childhood parentification on adult-depressive symptoms in Korean college students. *Journal of Clinical Psychology*, 75(4), 801–813. <https://doi.org/10.1002/jclp.22737>
- Cho, S., Glebova, T., Seshadri, G., & Hsieh, A. (2025). A Phenomenological Study of Parentification Experiences of Asian American Young Adults. *Contemporary Family Therapy*, 47(2), 275–287. <https://doi.org/10.1007/s10591-024-09723-x>
- Chotimah, L. N., Ani, H. M., & Widodo, J. (2018). Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Siswa. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 11(2), 120. <https://doi.org/10.19184/jpe.v11i2.6457>
- Compas, B. E., Howell, D. C., Phares, V., Williams, R. A., Giunta, C. T., Davis, J., Mclean, E., Moshanas, K., & Phillips, B. (1989). *Risk Factors for Emotional /*

Behavioral Problems in Mnmg Adolescents: A Prospective Analysis of Adolescent and Parental Stress and Symptoms. 57(6), 732–740.

Creswell, J. W. (2009). Qualitative, Quantitative, and Mixed-Methods Research. In *Microbe Magazine* (Vol. 4, Issue 11). SAGE Publications Ltd. <https://doi.org/10.1128/microbe.4.485.1>

Damayanti, E. (2023). Representasi Pola Asuh Orang Tua Asia Di Film Turning Red (Studi Semiotika Charles Sanders Peirce). *Commercium*, 7(2), 182–192. <https://www.metacritic.com/>

Daniel, S. K., Geoffrey, R. A., & Daniel, S. K. (2020). The Protective Effect of Emotion Regulation on Child and Adolescent Wellbeing. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-020-01731-3>

Dariotis, J. K., Chen, F. R., Park, Y. R., Nowak, M. K., French, K. M., & Codamon, A. M. (2023). Parentification Vulnerability, Reactivity, Resilience, and Thriving: A Mixed Methods Systematic Literature Review. *International Journal of Environmental Research and Public Health*, 20(13). <https://doi.org/10.3390/ijerph20136197>

Dekovic, M. (1999). *Risk and Protective Factors in the Development of Problem Behavior During Adolescence*. 28(6), 667–685.

Desmita. (2009). *Psikologi Perkembangan Peserta Didik*. PT Remaja Rosdakarya.

Desmita. (2016). *Psikologi Perkembangan*. PT Remaja Rosdakarya.

Dewi, A. R. T., Mayararokh, M., & Gustiana, E. (2020). Perilaku Sosial Emosional Anak Usia Dini. *Jurnal Golden Age*, 4(01), 181–190. <https://doi.org/10.29408/jga.v4i01.2233>

Ferguson, T. M. (2022). *Contributing Factors of Childhood Parentification: an Examination of Familial Characteristics*. <https://scholarworks.lib.csusb.edu/etd/1410/%0Ahttps://scholarworks.lib.csu.sb.edu/cgi/viewcontent.cgi?article=2549&context=etd%0>

Frątczak, A. K., & Cierpiałkowska, L. (2023). *Parentification and Personality Integration and Mentalization Ability In Adults From Families With Alcohol Use Disorders and From Families With Chronic Somatic Disease*. 0. <https://doi.org/10.34767/PFP.2023.02.01>

Gentles, S. J., Charles, C., Ploeg, J., & Ann McKibbin, K. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *Qualitative Report*, 20(11), 1772–1789. <https://doi.org/10.46743/2160-3715/2015.2373>

Hakim, L. N. (2013). Ulasan Metodologi Kualitatif: Wawancara Terhadap Elit. *Aspirasi*, 4(2), 165–172. <https://jurnal.dpr.go.id/index.php/aspirasi/article/view/501>

Himawan, K. K. (2024). Menggali kearifan kolektivisme: Pendekatan berbasis

Desta Nurul Tazala, 2025

FAKTOR RISIKO DAN FAKTOR PROTEKTIF PARENTIFIKASI PADA SISWA SMA BERDASARKAN STATUS SOSIAL EKONOMI RENDAH

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- relasi dalam penelitian dan praktik psikologi di Indonesia. *Jurnal Psikologi Ulayat*, 11(1), 1–5. <https://doi.org/10.24854/jpu1016>
- Hooper, L. M. (2007). The Application of Attachment Theory and Family Systems Theory to the Phenomena of Parentification. *The Family Journal*, 15(3), 217–223. <https://doi.org/10.1177/1066480707301290>
- Hooper, L. M. (2008). Defining and Understanding Parentification : Implications for All Counselors. *The Alabama Counseling Association Journal*, 34, 34–43.
- Hooper, L. M., Doehler, K., Wallace, S. A., & Hannah, N. J. (2011). The parentification inventory: Development, validation, and cross-validation. *American Journal of Family Therapy*, 39(3), 226–241. <https://doi.org/10.1080/01926187.2010.531652>
- Hooper, L. M., & Wallace, S. A. (2010). Evaluating the parentification questionnaire: Psychometric properties and psychopathology correlates. *Contemporary Family Therapy*, 32(1), 52–68. <https://doi.org/10.1007/s10591-009-9103-9>
- Hurlock, E. B. (1990). *Psikologi Perkembangan; Suatu Pendekatan Sepanjang Rentang Kehidupan*. Penerbit Erlangga.
- Ibda, F. (2023). Perkembangan Moral Dalam Pandangan Lawrence Kohlberg. *Intelektualita*, 12(1), 62–77. <https://doi.org/10.22373/ji.v12i1.19256>
- Irola, D., & Kalifia, D. A. (2024). Aspek Perkembangan Kognitif Pada Masa Remaja. *Dewantara Jurnal Pendidikan Sosial Humaniora*, 3(1), 128–132. <https://doi.org/10.30640/dewantara.v3i1.2111>
- Jankowski, P. J., Hooper, L. M., Sandage, S. J., & Hannah, N. J. (2011). *Parentification and mental health symptoms : mediator effects of perceived unfairness and differentiation of self*. <https://doi.org/10.1111/j.1467-6427.2011.00574.x>
- Jennifer A. Engelhardt. (2012). The Developmental Implications of Parentification: Effects on Childhood Attachment. *Graduate Student Journal of Psychology*, 14, 45–52. <https://doi.org/10.52214/gsjp.v14i.10879>
- Jessor, R. (1977). *Problem Behavior and Psychosocial Development Longitudinal Study of Youth*.
- Jessor, R., Van Den Bos, J., Vanderryn, J., Costa, F. M., & Turbin, M. S. (1995a). Protective Factors in Adolescent Problem Behavior: Moderator Effects and Developmental Change. In *Developmental Psychology* (Vol. 31, Issue 6, pp. 923–933). <https://doi.org/10.1037/0012-1649.31.6.923>
- Jessor, R., Van Den Bos, J., Vanderryn, J., Costa, F. M., & Turbin, M. S. (1995b). Protective Factors in Adolescent Problem Behavior: Moderator Effects and Developmental Change. *Developmental Psychology*, 31(6), 923–933. <https://doi.org/10.1037/0012-1649.31.6.923>

- Kalil, A. (2003). *Family resilience and good child outcomes: a review of a literature*.
- Kuperminc, G. P., Wilkins, N. J., Jurkovic, G. J., & Perilla, J. L. (2013). *Filial Responsibility, Perceived Fairness, and Psychological Functioning of Latino Youth From Immigrant Families*. 27(2), 173–182. <https://doi.org/10.1037/a0031880>
- Lee, M. A., & Kawachi, I. (2019). Perceived Unfairness and Psychological Distress: Less Harmful as Age Increases? *Social Justice Research*, 32(1), 1–25. <https://doi.org/10.1007/s11211-019-00325-9>
- Lestari, A. A., Ismanto, H. S., & Dianasari, A. (2024). Faktor Protektif Dan Resiko Pada Siswa Korban Bullying di SMA Negeri 2 Semarang. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 8(1), 33–41. <https://doi.org/10.26539/terapeutik.812758>
- Lestari, F., & Hariastuti, R. T. (2020). Hubungan Parentification Dan Self Worth Dengan Perilaku Agresif Peserta Didik SMK Negeri Di Kediri. *Jurnal BK UNESA*, 11(1), 25–33.
- Lewandowska-walter, A., Rostowska, T., & Borchet, J. (2016). *Parentification in late adolescence and selected features of the family system*. 4(2), 116–127. <https://doi.org/10.5114/hpr.2016.55921>
- Masiran, R., Ibrahim, N., Awang, H., & Lim, P. Y. (2023). The positive and negative aspects of parentification: An integrated review. *Children and Youth Services Review*, 144(January 2021), 106709. <https://doi.org/10.1016/j.childyouth.2022.106709>
- Masten, A. S. (2001). *Ordinary Magic Resilience Processes in Development*. 56(3), 227–238. <https://doi.org/10.1037//0003-066X.56.3.227>
- Mijl, V. der, Ruben, C. ., & Vingerhoets, A. J. J. M. (2017). The positive effects of parentification: An exploratory study among students. *Psihologijske Teme*, 26(2), 417–430. <https://doi.org/10.31820/pt.26.2.8>
- Mokalu, V. R., & Boangmanalu, C. V. J. (2021). Teori psikososial Erik Erikson. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 12(2), 180–192.
- Nopianti, & Purwaningsih, E. (2015). Pengaruh Status Sosial Ekonomi Keluarga Terhadap Motivasi Belajar Siswa Dalam Pembelajaran Akuntansi Di SMA. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 4(12), 1–10. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/12990>
- Nurany, P. N., Adiyanti, M. G., & Hassan, Z. (2022). *Parental expressed emotions and depression among adolescents : The mediating role of emotion regulation*. 7(2), 195–210. <https://doi.org/10.21580/pjpp.v7i2.12556>
- Nurfirdaus, Z. A. (2014). *Hubungan parentification dan kecemasan pada remaja dengan status sosial ekonomi (SSE) rendah*.

- Nurihsan, A. J. (2006). *Bimbingan dan Konseling Dalam Berbagai Latar Kehidupan*. Refika Aditama.
- Nurwianti, F., Poerwandari, E. K., & Ginanjar, A. S. (2019). The role of family strength on the relationship of parentification and delinquent behaviour in adolescents from poor families. *Diversity in Unity: Perspectives from Psychology and Behavioral Sciences*, 19–26. <https://doi.org/10.1201/9781315225302-3>
- POP BK. (2016). *Panduan Operasional Penyelenggara Bimbingan dan Konseling Sekolah Menengah Kejuruan (SMK)*.
- Rahmah, U. M. (2024). *Openness Of Communication and Its Implication For Family Harmony*. 5(2), 562–569.
- Ramadhanty, F. N., & Kinanthi, M. R. (2021). Kualitas Hidup Remaja Berstatus Sosial Ekonomi Rendah: Bagaimana Kontribusi Resiliensi Keluarga? *Psympathic : Jurnal Ilmiah Psikologi*, 8(1), 31–46. <https://doi.org/10.15575/psy.v8i1.8707>
- Roring, B. W., & Simanjuntak, E. J. (2024). Kepuasan Hidup Generasi Sandwich Di Indonesia: Peran Bakti Kepada Orang Tua, Tanggung Jawab Kepada Orang Tua, Dan Rasa Bersalah. *Jurnal Ilmu Keluarga Dan Konsumen*, 17(3), 233–246. <https://doi.org/10.24156/jikk.2024.17.3.233>
- Rutter, M. (1985). Resilience in the face of adversity Protective Factors and Resistance to Psychiatric Disorder. *Wool Record*, 160(3686), 31. <https://doi.org/10.1192/bjp.147.6.598>
- Saputro, K. Z. (2018). Memahami Ciri dan Tugas Perkembangan Masa Remaja. *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama*, 17(1), 25. <https://doi.org/10.14421/aplikasia.v17i1.1362>
- Schorr, S., & Goldner, L. (2023). “Like stepping on glass”: A theoretical model to understand the emotional experience of childhood parentification. *Family Relations*, 72(5), 3029–3048. <https://doi.org/10.1111/fare.12833>
- Setiawan, J. (2024). Perkembangan otak remaja peran hormon dan lingkungan. *Circle Archive*, 1, 1–11.
- Shamsaee, M., Sadat, H., Parsa, A., Ghanad, D., & Ghasemzadeh, A. (2024). *The Psychological Effects of Parentification in Girls within Single-Parent Families*. March.
- Siregar, A., Nurhayani, & Bororoh, N. (2023). *Upaya Meningkatkan Resiliensi Akademik Mahasiswa Prodi BKPI Melalui Layanan Informasi*. 6(1), 24–37.
- Sool, A. R., Mchale, S., & Feinberg, M. E. (2011). Risk and Protective Effects of Sibling Relationships among African American Adolescents. *Bone*, 23(1), 1–7. <https://doi.org/10.1111/j.1741-3729.2009.00576.x>
- Suardipa, I. P. (2020). Proses Scaffolding Pada Zone Of Proximal Development (

- ZPD) Dalam Pembelajaran. *Widyacarya*, 4(1), 79–92.
- Syamsu Yusuf, L. (2006). *Psikologi Perkembangan Anak dan Remaja*. PT Remaja Rosdakarya.
- Wasilewska, M. (2012). *Parentification as a result of transgenerational trauma legacy*. 1–14.
- Weaver, J., & Schofield, T. (2016). Mediation and Moderation of Divorce Effects on Children's Behavior Problems Jennifer. *Physiology & Behavior*, 176(25), 139–148. <https://doi.org/10.1037/fam0000043>.Mediation
- Wekesa, A. N. (2024). *The Invisible Burden: Unpacking Parentification In Kenya*. July.
- Williams, K. (2010). *Examining The Constuct Of Chilhood Parentification: An Empirical Investigation*. 112.
- Żarczyńska-hyla, J., & Zdaniuk, B. (2019). *Parentification in the Experience of Polish Adolescents The Role of Socio-demographic Factors and Emotional Consequences for Parentified Youth*. <https://doi.org/10.15804/tner.2019.55.1.11>