

A title should be the fewest possible words that accurately describe the content of the paper (Cambria, left, bold, 14pt)

First Author ^{a,1,*}, Second Author ^{b,2}, Third Author ^{c,3} (10 pt)

^aFirst affiliation, Country (9 pt);

^bSecond affiliation, Country (9 pt);

^cThird affiliation, Country (9 pt).

¹ Email first author; ² Email second author; ³ Email third author

Received:

Revised:

Accepted:

*Correspondent Author

KEYWORDS

ABSTRAK

Tulis dalam bahasa Indonesia (Cambria 10 pt). Spasi 1. Abstrak ditulis dalam dua bahasa yaitu Bahasa Indonesia dan Bahasa Inggris, diketik dalam 1 paragraf 1 spasi sejumlah 150-250 kata, berisi pokok-pokok penelitian, seperti tujuan, metode dan hasil penelitian. Kata kunci merupakan substansi dari penelitian yang dilakukan dan tersebut dalam judul. Format penulisan abstrak dan kata kunci, serta tubuh artikel seluruhnya harus mengikuti cetakan ini. (10 pt).

A title should be the fewest possible words that accurately describe the content of the paper (Cambria, left, italic, 14pt)

Type your abstract here (10 pt). spasi 1 Abstracts are written in two languages, namely Indonesian and English, typed in 1 paragraph 1 space of 150-250 words, containing research points, such as objectives, methods and research results. Keywords are the substance of the research conducted and they are in the title. The format for writing abstracts and keywords, as well as the body of the article, must all follow this template.

This is an open-access article under the [CC-BY-SA](#) license.



Introduction

The introduction should briefly provide information about the background, literature review, the originality of the work, the objective, and the hypothesis or hypotheses (if using a quantitative method). The background should indicate a knowledge gap which requires answers or explanations. The literature review should provide an exposition of the relevant theories to the research, and should both guide and support understanding and answers to the research question/s. In addition, explain the originality of the work. The formulation of the hypotheses should be based on the theoretical review and as far as possible be expressed in terms of one-tailed direction. The objectives should be presented in a narrative with the

use of effective sentences. The introduction should be approximately 20% of the total text.
[Justified, Cambria Font 11 pt, spacing 1.5]

Note:

problems and theoretical review need no headings

Method

This section describes the overall research methods used in the research process. It should identify the study variables, the research subjects, the research instruments (their names, item numbers and reliability coefficients are needed), and the statistical analysis techniques employed. Please ensure that sufficient information is given to guide further research. The section should be approximately 20% of the total text (cambria 11, spasi 1,5).

Result

This section contains the data (in their simplest form), the results of the assumption tests, and the results of the hypothetical tests, presented sequentially or integrated and analyzed critically. The results should answer the research question and/or hypotheses. Tables, charts or pictures should help to explain the analyses in a way that is meaningful and easy to understand. This section should also be approximately 20% of the total text.

Figures and Tables

The relationship between the tables or figures and the text should be clear. As the tables and figures supplement the text, they should all be referenced in the text. Authors must also explain what the readers should look for when using the tables or figures. All tables and figures must be referenced using APA 7th edition standard.

Note: Tables and figures must be placed at the top or bottom the page, not in the middle. The following are examples of how to display data in the form of tables or figures.

Table 1

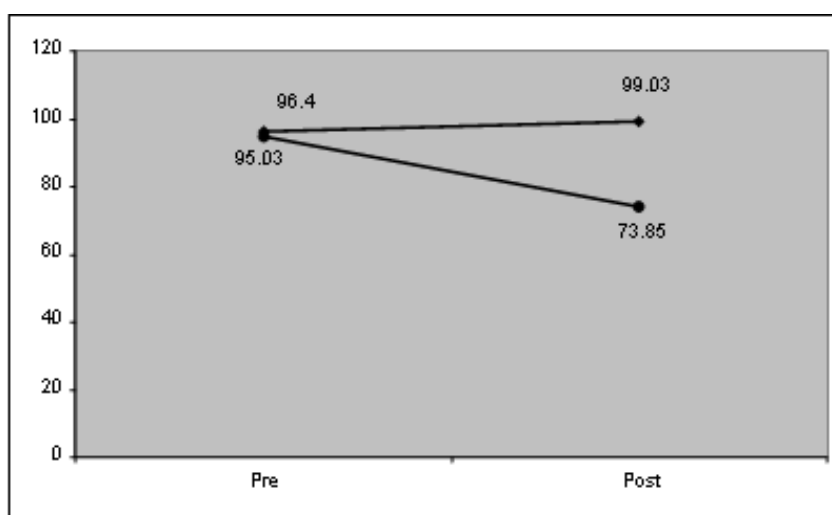
Subjects by Sex [Cambria Font, 10 pt., italic, left alignment]

No.	Sex	Number	Percentage
1	Female	198	51.2
2	Male	189	48.8
Total		387	100

Note: [Cambria Font, 9 pt]

Figure 1

Graph of Mean Aggressiveness of Experimental and Control Groups in the Initial and Final Tests [Cambria Font, 10 pt., italic, left alignment]



Discussion

This section should contain an explanation of the research results in relation to those of previous studies, and be critically analyzed and linked to the relevant current literature. The section should give substantial meaning to the results of the analysis and provide a comparison with the findings of previopus studies. This section should also highlight the implications of the findings. The authors should also address the strengths and limitations of their study. This section should not be a repetition of the results section, and be approximately 20% of the total text.

Conclusion

This section presents the main conclusions of the study. They should be presented in concise, clear, and compact sentences based on the results and discussions, in the form of paragraphs (not with bullet points or numbering); clarify the findings of the study as a synthesis of the results of the data analysis and discussion; and highlight original findings that contribute to the development of psychology. It should be a maximum of 1 page.

Acknowledgments (if any)

[Cambria Font 11 pt, spacing 1.5, italic, left alignment]

This is a short text to acknowledge the contributions of specific colleagues, institutions, or agencies that aided the efforts of the authors. [Justified, Cambria Font 11 pt, spacing 1.5].

Author Contributions Statement

The Author Contributions Statement should be uploaded in Uploading Supplementary File section when submit the manuscript

Reference

The reference list contains full details of all the references cited in the text of the article. It is recommended that they should be from the last 10 years and listed in alphabetical order following the American Psychological Association Referencing Style (7th Edition); refer to <https://apastyle.apa.org/products/publication-manual-7th-edition>.

All the listed references must be cited in the text and all text citations listed in the reference list. A DOI for each reference must be provided if available. Although authors are not obliged to, it is suggested that they use reference manager programs such as Mendeley or Zotero. [Cambria 10.5 pt, spacing 1]

Examples:

- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. N. (2015). *Patterns of attachment*. Psychology Press. <https://doi.org/10.4324/9780203758045>
- Anderson, M., & Magruder, J. (2012). Learning from the Crowd: Regression discontinuity estimates of the effects of an online review database. *The Economic Journal*, 122(563), 957–989. <https://doi.org/10.1111/j.1468-0297.2012.02512.x>
- Azwar, S., & Ridho, A. (2013). Abilitas komposit dalam tes potensi. *Jurnal Psikologi*, 40(2), 127–142. <https://doi.org/10.22146/jpsi.6972>
- Beavers, A. S., Lounsbury, J. W., Richards, J. K., Huck, S. W., Skolits, G. J., & Esquivel, S. L. (2013). Practical considerations for using exploratory factor analysis in educational research. *Practical Assessment, Research, and Evaluation*, 18, 6. <https://doi.org/10.7275/qv2q-rk76>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Calzada, E. J., Eyberg, S. M., Rich, B., & Querido, J. G. (2004). Parenting disruptive preschoolers: Experiences of mothers and fathers. *Journal of Abnormal Child Psychology*, 32(2), 203–213. <https://doi.org/10.1023/B:JACP.0000019771.43161.1c>
- Ciciolla, L., Gerstein, E. D., & Crnic, K. A. (2014). Reciprocity among maternal distress, child behavior, and parenting: Transactional processes and early childhood risk. *Journal of Clinical Child & Adolescent Psychology*, 43(5), 751–764. <https://doi.org/10.1080/15374416.2013.812038>

- Cooklin, A. R., Giallo, R., & Rose, N. (2012). Parental fatigue and parenting practices during early childhood: An Australian community survey. *Child: Care, Health and Development*, 38(5), 654–664. <https://doi.org/10.1111/j.1365-2214.2011.01333.x>
- Crocker, L. M., & Algina, J. (2006). *Introduction to classical and modern test theory*. Cengage Learning.
- Dahlan, T. H. (2016). Mindful parenting program in improving parenting skills of orphanage caregivers at Rumbela Muthmainnah Bandung. *International Journal of Early Childhood Education and Care*, 5, 57–64.
- de Bruin, E. I., Zijlstra, B. J. H., Geurtzen, N., van Zundert, R. M. P., van de Weijer-Bergsma, E., Hartman, E. E., Nieuwesteeg, A. M., Duncan, L. G., & Bögels, S. M. (2014). Mindful parenting assessed further: Psychometric properties of the Dutch Version of the Interpersonal Mindfulness in Parenting Scale (IM-P). *Mindfulness*, 5(2), 200–212. <https://doi.org/10.1007/s12671-012-0168-4>
- Duncan, L. G. (2007). *Assessment of mindful parenting among parents of early adolescents: Development and validation of the Interpersonal Mindfulness in Parenting Scale*. The Pennsylvania State University.
- Duncan, L. G., Coatsworth, J. D., & Greenberg, M. T. (2009b). Pilot study to gauge acceptability of a mindfulness-based, family-focused preventive intervention. *The Journal of Primary Prevention*, 30(5), 605–618. <https://doi.org/10.1007/s10935-009-0185-9>
- Furr, R. M. (2011). *Scale construction and psychometrics for social and personality psychology*. SAGE Publications Ltd. <https://doi.org/10.4135/9781446287866>
- Gani, I. A., & Kumalasari, D. (2019). Be mindful, less stress: Studi tentang mindful parenting dan stres pengasuhan pada ibu dari anak usia middle childhood di Jakarta. *Jurnal Psikologi*, 15(2), 98–107. <https://doi.org/10.24014/jp.v15i2.7744>
- Geurtzen, N., Scholte, R. H. J., Engels, R. C. M. E., Tak, Y. R., & van Zundert, R. M. P. (2015). Association between mindful parenting and adolescents' internalizing problems: Non-judgmental acceptance of parenting as core element. *Journal of Child and Family Studies*, 24(4), 1117–1128. <https://doi.org/10.1007/s10826-014-9920-9>
- Gördesli, M. A., Arslan, R., Çekici, F., Sünbül, Z. A., & Malkoç, A. (2018). The psychometric properties of Mindfulness in Parenting Questionnaire (MIPQ) in Turkish sample. *European Journal of Education Studies*, 5(5), 175–188. <https://doi.org/10.5281/zenodo.1477467>
- Gouveia, M. J., Carona, C., Canavarro, M. C., & Moreira, H. (2016). Self-compassion and dispositional mindfulness are associated with parenting styles and parenting stress: The mediating role of mindful parenting. *Mindfulness*, 7(3), 700–712. <https://doi.org/10.1007/s12671-016-0507-y>
- Hair, J. F., Black, B., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis: Global Edition* (7th ed.). Pearson Education.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55. <https://doi.org/10.1080/10705519909540118>
- Kumalasari, D., Luthfiyani, N. A., & Grasiawaty, N. (2020). Analisis faktor adaptasi instrumen resiliensi akademik versi Indonesia: Pendekatan eksploratori dan konfirmatori. *JPPP - Jurnal Penelitian Dan Pengukuran Psikologi*, 9(2), 84–95. <https://doi.org/10.21009/JPPP.092.06>
- McCaffrey, S. (2015). *Mindfulness in Parenting Questionnaire (MIPQ): Development and validation of a measure of mindful parenting*. Nova Southeastern University.

- McCaffrey, S., Reitman, D., & Black, R. (2017). Mindfulness in Parenting Questionnaire (MIPQ): Development and validation of a measure of mindful parenting. *Mindfulness*, 8(1), 232–246. <https://doi.org/10.1007/s12671-016-0596-7>
- Neece, C. L., Green, S. A., & Baker, B. L. (2012). Parenting stress and child behavior problems: A transactional relationship across time. *American Journal on Intellectual and Developmental Disabilities*, 117(1), 48–66. <https://doi.org/10.1352/1944-7558-117.1.48>
- Ng, S. (2013). Validation of the 10-item Chinese perceived stress scale in elderly service workers: one-factor versus two-factor structure. *BMC Psychology*, 1(1), 9. <https://doi.org/10.1186/2050-7283-1-9>
- Orue, I., Calvete, E., González, L. F., Odriozola, J. G., Colomer, E. R., & Cortázar, N. (2020). A Spanish adaptation of the mindfulness in parenting questionnaire. *Psicothema*, 32(1), 130–137. <https://doi.org/10.7334/psicothema2019.260>
- Osborne, J. W. (2014). *Best practices in exploratory factor analysis*. Createspace publishing.
- Parent, J., McKee, L. G., N. Rough, J., & Forehand, R. (2016). The association of parent mindfulness with parenting and youth psychopathology across three developmental stages. *Journal of Abnormal Child Psychology*, 44(1), 191–202. <https://doi.org/10.1007/s10802-015-9978-x>
- Petty, R. E., Fabrigar, L. R., & Wegener, D. T. (2003). Emotional factors in attitudes and persuasion. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences* (pp. 752–772). Oxford University Press.
- Razza, R. A., & Raymond, K. (2013). Associations among maternal behavior, delay of gratification, and school readiness across the early childhood years. *Social Development*, 22(1), 180–196. <https://doi.org/10.1111/j.1467-9507.2012.00665.x>
- Reynolds, D. (2003). Mindful Parenting: A group approach to enhancing reflective capacity in parents and infants. *Journal of Child Psychotherapy*, 29(3), 357–374. <https://doi.org/10.1080/00754170310001625413>
- Rosyada, A., & Ramadhianti, A. (2019). Applying positive language in mindful parenting: A means of building positive character in children. *ASEAN Journal of Community Engagement*, 3(2), 175–195. <https://doi.org/10.7454/ajce.v3i2.1058>
- Saraswati, W., & Febriani, Z. (2018). Hubungan antara mindful parenting dengan gaya pengasuhan pada ibu yang memiliki anak usia 3-6 tahun. *Jurnal Psikogenesis*, 6(2), 214–222. <https://doi.org/10.24854/jps.v6i2.704>
- Singh, N. N., Lancioni, G. E., Winton, A. S. W., Singh, J., Curtis, W. J., Wahler, R. G., & McAleavey, K. M. (2007). Mindful parenting decreases aggression and increases social behavior in children with developmental disabilities. *Behavior Modification*, 31(6), 749–771. <https://doi.org/10.1177/0145445507300924>
- Sofyan, I. (2019). Mindful Parenting: Strategi Membangun Pengasuhan Positif dalam Keluarga. *Journal of Early Childhood Care and Education*, 1(2), 41–47. <https://doi.org/10.26555/jecce.v1i2.241>
- Utami, A. T., Khasanah, A. N., Mubarak, A., & Sartika, S. (2020). Mindful parenting: Study on parents of preschool children. *Proceedings of the 2nd Social and Humaniora Research Symposium (SoRes 2019)*, 380–382. <https://doi.org/10.2991/assehr.k.200225.080>

- Waylen, A., & Stewart-Brown, S. (2010). Factors influencing parenting in early childhood: A prospective longitudinal study focusing on change. *Child: Care, Health and Development*, 36(2), 198–207. <https://doi.org/10.1111/j.1365-2214.2009.01037.x>
- Williams, K. L., & Wahler, R. G. (2010). Are mindful parents more authoritative and less authoritarian? An analysis of clinic-referred mothers. *Journal of Child and Family Studies*, 19(2), 230–235. <https://doi.org/10.1007/s10826-009-9309-3>
- Willmer, M., Westerberg Jacobson, J., & Lindberg, M. (2019). Exploratory and confirmatory factor analysis of the 9-Item Utrecht Work Engagement Scale in a multi-occupational female sample: A cross-sectional study. *Frontiers in Psychology*, 10, 2771. <https://doi.org/10.3389/fpsyg.2019.02771>