

# Indonesian Translation and Validation of Co-Parenting Relationship Scale Brief Version (Brief-CRS)

Dewi Ilma Antawati<sup>1\*</sup>, Bambang Raditya Purnomo<sup>2</sup>

<sup>1</sup>University of Muhammadiyah Surabaya, Indonesia

<sup>2</sup>Universitas Dr. Soetomo Surabaya, Indonesia

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## Abstract

The study aims to adapt the Brief-CRS scale and calculate the fit or not of the Brief-CRS measuring instrument for family respondents in Indonesia. The research applied quantitative approach through a cross-sectional research design. The samples of study were 179 fathers and mothers participating completed 14 items Brief Coparenting Relationship Scale (Brief-CRS). The results indicated that 13-items measures reported in good reliability and strong stability. It shows that the psychometric properties and it's positioned can promote further conceptual and methodological progress in the study of co-parenting in Indonesia.

**Keywords:** Co-parenting, co-parenting relationship scale, co-parenting measurement, parenting.

## 1. Introduction

The consequences of the Pandemic COVID-19 disasters hitting the globe had significantly reflected on many communities and various human sectors, such as health, education, economics, and other psychological dimensions (Munir et al., 2022; Prakoeswa et al., 2021; Pramukti et al., 2020, 2022). In Indonesia, the impact of Post COVID-19 is exacerbated by the many disasters that have occurred, thus this adding to the psychological burden on the community (Isnaini et al., 2022; Pandin et al., 2021; Waloejo et al., 2021, 2022)

Various studies have shown the importance of co-parenting in children's development directly or through parenting behavior (Antawati, 2019). The term co-parenting first became widespread in the late 1970s and early 1980s, when millions of American families began raising children in divorced systems. Furthermore, researchers began investigating the importance of continuing co-parenting relationships after divorce (Ahrons, 1981). Seeing the reality of divorce, which is unfavorable for child development, Healthy Marriage (HM) programs have started to emerge, providing marriage education to couples to strengthen healthy marriages, prospective partners to prepare for a healthy marriage, and couples in crisis. Weissman and Cohen (1985) (Weissman & Cohen, 1985) contributed by emphasizing the importance of solidarity between parents (father and mother) in the nuclear family. At that time, the term parental alliance was introduced and defined as the components of the marital relationship that differ from the sexual needs of the partners. Co-parenting is an integration between developmental studies and family systems initiated by Belsky (Belsky et al., 1995; Minuchin, 2018). The study of co-parenting emphasizes the triadic interactions within the family that are a hallmark of family systems theory, particularly how these interactions impact child development.

Analysis of triadic interactions yields an explanation of how the interaction of two people (e.g., father and mother) influences the third family member (e.g., child). This triadic analysis also explains how one relationship can affect other relationships; for example, the marital relationship affects the relationship between parents and children (Doherty & Beaton, 2004). The late 1980s and early 1990s saw numerous studies of the division of labor following early parenthood. At the time, research was

looking at potential shifts towards the traditional division of roles in the family following the birth of the first child, even in more egalitarian families before the birth of the child and noted that perceptions of unequal division of labor were associated with dissatisfaction in marriage over the months and years. Early postpartum (Hawkins et al., 1992). Early studies of co-parenting within the nuclear family system also appeared during the mid-1990s (Belsky et al., 1995), empirically demonstrating the interrelationship between marital problems and co-parenting distress in young families. After that, researchers began to link co-parental distress with adjustment problems in children outside the home (McHale & Cowan, 1996). These studies show that unsupportive co-parental alliances, marked by a lack of cooperation, visible or invisible conflict, the absence of a co-parenting partner, or a combination of these factors, place children at risk of experiencing or potentially experiencing behavioral and socio-emotional problems.

Research on co-parenting in Indonesia is still limited; this limitation is related to the focus on family interventions in Indonesia. Considering the initial context of the development of co-parenting research, namely divorced families, efforts being made in Indonesia are still more inclined to prevent divorce than to prevent the negative impact of divorce on children's development. This prevention of divorce happens because divorce in Indonesia is not supported by the values and norms that exist in society, even though the level is relatively high. The prevention program can be seen in programs of family functioning based on religion, such as Marriage Encounter at the Catholic Church, Premarital Catechization at the Christian Church, or Marriage Guidance at the KUA for Muslims. Although these programs have aimed at harmony between husband and wife and family resilience through family functioning, these programs have yet to specifically address how husband and wife can work together, especially in childcare. These programs still emphasize strengthening relationships in marriage, even though co-parenting and marital relations are different dimensions of family relationships. Therefore, it is necessary to develop co-parenting research, which can later be used to design evidence-based interventions which can specifically be used to build supportive parenting partnerships. A reliable co-parenting tool is needed to support the development of this research. Unfortunately, there has yet to be a co-parenting scale developed by researchers in Indonesia for Indonesian parents. This study aims to obtain evidence validity through Confirmatory Factor Analysis (CFA) on the brief version of the co-parenting tool from Feinberg et al. (2012), which has undergone a language adaptation process. We chose to use the abbreviated version due to considerations of good reliability and ease of use in both family education and clinical contexts. Through this analysis, information will be obtained, which will become one of the proofs of the validity of the co-parenting measuring tool for parents in Indonesia.

Feinberg (2003) defines co-parenting as a collaboration between two caregivers in childcare responsibilities. He stated that co-parenting consists of four interconnected components: childrearing agreement, division of labor, joint family management, and support/undermining. The childrearing agreement component indicates the degree to which caregiver figures mutually agree on matters relating to the child, including moral values, behavioral expectations and ways of disciplining, the child's emotional needs, educational standards and priorities, safety, and relationships with peers. This component is usually seen as a single dimension, with agreement and disapproval forming the bipolar scale. The division of labor component relates to the division of tasks, obligations, and responsibilities related to daily routines regarding childcare and household tasks and responsibilities related to financial, legal, and child health. The support-undermining component relates to the level of support between partners: affirmation of the other partner's competence as parents, recognition and appreciation of partner contributions, and justification of the partner's parenting decisions and authority. The Joint Family Management component is an essential executive responsibility for parents and can be seen from three aspects. First, parents are responsible for controlling their behavior and communication with each other. Some parental behaviors, especially those involving violence against one another, will affect parenting and the child. Second, parents' behavior and attitudes contain limitations in their relationship and thus may or may not involve other family members in the relationship between parents. For example, in a conflict between spouses, parents may use their

children to attack each other and consequently trap them in the middle. Third, even without conflict or other problematic interactions, there is variation in the degree of parental involvement in the interactions of all family members. This involvement means that partners can be involved in interactions within the family, or one could lead, and the other follows.

Standard instruments and co-parenting survey questions are typically used to assess whether and how parents support each other in their roles. For example, in the Future of Families and Child Wellbeing Study (Waldfogel et al., 2010), mothers were asked to rate whether the child's father often, sometimes, or never acted as an appropriate role model for their children, can be trusted to care for children, respect mom's schedule and rules, support mothers in raising children, talk to him about parenting issues, and can be counted on for help. Among the survey instruments, the first is the Quality of Co-parenting Communication Scale (Ahrns, 1981), consisting of 11 items that assess the quantity and quality of ongoing communication between co-parents about children. Initially, this scale was designed for divorced couples, but in later development, it has also been used in studies with nuclear families (eg (McHale, 1997)) and mother-grandmother co-parenting terms (Dorsey et al., 2007).

Other instruments include the 20-item Parenting Alliance Inventory (PAI; (Abidin & Brunner, 1995)), which asks for the level of support adults feel from one another in their co-parenting partnerships; the 17-item Co-parenting Scale (McHale, 1997), in which parents rate the frequency of overt and covert behaviors that strengthen or undermine co-parenting between them. Furthermore, Feinberg et al. (2012) (Feinberg et al., 2012) developed a Co-parenting Relationship Scale comprising 35 items and a brief version comprising 14 items. Table-1 showed the comparison of the validity and reliability of each of these scales.

Based on Table-1, the Co-parenting Relationship Scale from Feinberg et al. (2012) (Feinberg et al., 2012) has advantages over other co-parenting measurement tools. First, the measurements include the main dimensions of co-parenting identified from various literature. Second, the measurements included new dimensions compared to previous measurements (e.g., (McHale, 1997)), which only emphasized the support-undermining dimensions of co-parenting. Third, the psychometric analysis of the scale conducted by Feinberg et al. (2012) (Feinberg et al., 2012) showed promising results: subscale and overall measurements were generally reliable, from the three stages of measurement, there was a level of stability in the overall score, and correlation with other measurement scales showed good evidence of construct validity.

## **2. Material and Method**

This research is quantitative research with a cross-sectional research design. This study aims to adapt the Brief-CRS scale and calculate the fit or not of the Brief-CRS measuring instrument for family respondents in Indonesia. In the first-order Confirmatory Factor Analysis (CFA) calculation, the co-parenting variable is the dependent variable (Y), and its components become the independent variable (X). Next, the relationship between each indicator (statement) in each aspect will be seen in the second-order calculation. Furthermore, this study also aims to determine construct, discriminant, and convergent validity. Model convergence and an acceptable range of parameter estimates are done by looking at maximum likelihood estimation (MLE), which involves an iterative process. The observed covariance matrix is compared with a theoretical matrix to reduce the presence of residues.

This step is carried out to find out the convergence of CFA. Fit indices are performed to see the goodness of fit data from CFA. Fit indices consist of absolute, incremental, and parsimony fit indices. A scale adaptation process was carried out because each statement on the CRS scale from Feinberg et.al. (2012) (Feinberg et al., 2012) needed to be translated into an understanding of Indonesian and adapted to the subject's characteristics, namely Indonesian families. The translation process for measuring instruments or scales is carried out through a process following the International Test Commission (ITC) Guidelines for Test Adaptation (2016), starting from licensing, forward translation, synthesis translation (T), back translation (BT), expert judgment, and readability test.

Table 1 Comparison of Co-parenting Measurement

Instrument	Subject	Strength	Weakness	Validity	Reliability
Quality of Co-parenting Communication Scale (Ahrons, 1981)				Unidentified	
Parenting Alliance Inventory (Abidin & Brunner, 1995)	512 parents (321 mothers and 191 fathers) African American, Hispanic, Asian American.	Good predictive validity	The sample does not include a minority population so it still needs to be adapted if it is to be used	Internal consistency: all items have a factor loading of 0.50 and above  Predictive validity: significantly correlated with RMAT	Reliability alpha 0.97
Co-parenting Scale (McHale, 1997)	198 parents (96 fathers and 102 mothers) Anglo-American, African American, Asian American, Hispanic	Hispanic Measures both overt and covert behavior	Does not cover all co-parenting activities	Construct validity is intercorrelated with FES and QCC, but the evidence is mixed for disparagement	0.82 (Family Integrity), 0.74 (Disparagement), 0.79 (Conflict), and 0.59 (Reprimand).
Co-parenting Relationship Scale (Feinberg et al., 2012)	169 Europe America	Measuring a broad dimension of co-parenting compared to others	Internal consistency is relatively low	Internal consistency: RMSEA 0.06 and CFI 0.93 Chi-Square model fit index is significant Convergent and Discriminant Validity has a significant correlation with three related measurements	Cronbach Alpha 0.91 – 0.94 for the full version and 0.81 – 0.89 for the short version

**Population and Samples**

According to Hair et al (2017) (Hair et al., 2021), the minimum amount of the sample of population that should be used is 10 times the total number of latent variable arrows on the path model or 10 times the number of indicators. This means that the number of good samples in this study is at least 70-140 subjects. Data collection uses a webpage-based self-completion questionnaire, an online data collection approach. Couples were primarily recruited into the study from community-based health services and early childhood education centers.

Participants were 179 co-resident, heterosexual married parents that, at the time of recruitment, had children aged up to 12 years. The majority of participants returning the questionnaire were

female, 31 to 40 years old, and have a level education of undergraduate. Table-2 showed Full descriptions of the participants.

Table 2 The Demography of Samples

	Category	N	Percentage (%)
Sex	Male	75	42
	Female	104	58
Age	20-30	73	41.0
	31-40	86	48.0
	41-50	20	11.0
Education Level	High School	73	41.0
	Undergraduate	88	49.0
	Postgraduate	18	10.0

**Instrument**

Co-parenting Relationship Scale (CRS) is a co-parenting quality measurement tool developed by Feinberg et al. (2012) (Feinberg et al., 2012). CRS is based on the co-parenting conceptual framework developed by Feinberg (2003) (Feinberg, 2003). This framework covers four domains: childrearing agreement, co-parental support/undermining, division of labor, and joint management of family dynamics. The CRS was designed as a self-report questionnaire that measures the quality of co-parenting within families. This measuring instrument consists of 35 items and seven subscales. These subscales include Co-parenting Agreement, Co-parenting Closeness, Exposure to Conflict, Co-parenting Support, Co-parenting Undermining, Endorse Partner Parenting, and Division of Labor.

CRS validation by Feinberg et al. (2012) (Feinberg et al., 2012) began with an initial 47-item measure developed for the Family Foundations intervention study. They selected and adapted items from several previous steps of the parenting and co-parenting alliance (Abidin & Brunner, 1995; Cordova, 2001; McHale, 1997) and created additional items. Items were selected based on their face validity regarding the seven subscales proposed based on the theory and research of Feinberg (2003) (Feinberg, 2003). The seven subscales are based on the four previous co-parenting domains (parenting agreement, support/undermining, satisfaction with division of labor, and family management). Three subscales assess the support/weakness domain. To these six subscales, we added a parent-based closeness indicator. The first author then reduced the item pool for each subscale by eliminating items that were essentially the same with slightly different wording and items that somewhat intersected with the subscale’s construct or appeared to overlap other domains of co-parenting. Feinberg and his partners then made item selection decisions to capture the core aspects of each construct based on research and clinical judgment, bringing up to a size of 35 items (Feinberg et al., 2012). They also developed a 14-item short measure of co-parenting using two items from each of the seven subscales. They selected items for use in the brief co-parenting measure that (1) showed a strong correlation with the respective subscale scores and (2) conceptually captures the core meaning of each subscale.

**Research Procedures**

The process of translating measuring instruments or scales follows the International Test Commission (ITC) Guidelines for Test Adaptation (2016)(Bartram et al., 2018) . In the first stage, the researcher asked permission to use the scale from the creators of Feinberg et al. (2012) (Feinberg et al., 2012) via email, then continued with the next stage, Forward Translation. Forward Translation aims to translate English measurement tools into Indonesian by involving two translators. Translators were asked to translate 24 statements on the co-parenting scale independently. The instructions to the translator are “Translate these statements into Indonesian.” This process produces Translation results from T1 and T2. The results of T1 and T2 were synthesized by comparing the results of the two

translations.

The considerations for choosing the translation results are suitability with the theoretical concept of co-parenting and the feasibility of Indonesian spelling. To fulfill this requirement, the researcher compared the T1 and T2 data, looked for differences and similarities, then continued to provide a grammar evaluation. The final result of T12 is a translation closest to the context of the theory of family harmony and good Indonesian grammar. After synthesizing the translation results, T12 is given to the back translator to be translated back into English so that the researcher can see the degree of conformity with the original statement. The researcher instructed each translator to translate this scale into English “as close as possible.” Researchers were also instructed not to carry out translations based on free interpretations or condensed complex statements (compact). Just like the Forward Translation process, the researcher is instructed to work on the Translation independently. Before concluding the final statement, the researcher gave the results to be evaluated by the expert. There are two experts the researcher is involved in this test, one expert to assess the suitability of the translated concept with the original measuring instrument concept and two experts to assess the suitability of the translated language with excellent and correct Indonesian grammar. The three experts assess whether there are differences in meaning between Translation or differences in substance. The Readability Test was conducted to see whether or not the research respondents understood the sentences in the statement. All respondents stated that they could understand the sentences in the statements.

Table 3 The Adapted Brief-CRS Item

Item	Original Item	Adapted Item
X1	I believe my partner is a good parent.	<i>Saya percaya pasangan saya adalah orang tua yang baik.</i>
X2	My relationship with my partner is stronger now than before we had a child.	<i>Hubungan saya dengan pasangan saya lebih kuat sekarang daripada sebelum kami memiliki anak.</i>
X3	My partner pays a great deal of attention to our child.	<i>Pasangan saya sangat memperhatikan anak kami.</i>
X4	My partner likes to play with our child and then leave dirty work to me. (R)	<i>Pasangan saya suka bermain dengan anak kami dan kemudian meninggalkan pekerjaan kotor kepada saya.</i>
X5	My partner and I have the same goals for our child.	<i>Pasangan saya dan saya memiliki tujuan yang sama untuk anak kami.</i>
X6	My partner and I have different ideas about how to raise our child. (R)	<i>Saya dan pasangan saya memiliki gagasan berbeda tentang cara membesarkan anak kami.</i>
X7	My partner tries to show that she or he is better than me at caring for our child.	<i>Pasangan saya mencoba menunjukkan bahwa dia lebih baik daripada saya dalam merawat anak kita.</i>
X8	My partner does not carry his or her fair share of the parenting work. (R)	<i>Pasangan saya tidak melaksanakan bagian yang adil dari pekerjaan mengasuh anak.</i>
X9	My partner undermines my parenting.	<i>Pasangan saya mengacaukan pengasuhan saya.</i>
X10	We are growing and maturing together through experiences as parents.	<i>Kami tumbuh dan menjadi dewasa bersama melalui pengalaman sebagai orang tua.</i>
X11	My partner appreciates how hard I	<i>Pasangan saya menghargai betapa kerasnya saya bekerja untuk menjadi orangtua yang baik.</i>

	work at being a good parent.	
X12	My partner makes me feel like I'm best possible parent for our child.	<i>Pasangan saya membuat saya merasa sebagai orang tua terbaik bagi anak kami.</i>
X13	How often in a typical week, when all 3 of you are together, do you: Argue about your relationship or marital issues unrelated to your child, in the child's presence.	<i>Biasanya saat anda sekeluarga bertemu bersama, apakah anda: Berdebat tentang hubungan Anda atau masalah perkawinan yang tidak terkait dengan anak Anda, di hadapan anak?</i>
X14	One or both of you say cruel or hurtful things to each other in front of the child?	<i>Salah satu atau anda berdua mengatakan hal-hal yang kejam atau menyakitkan satu sama lain di depan anak?</i>

### 3. Results

#### Confirmatory Factor Analysis of Co-parenting Relationship Scale (CRS)

Based on confirmatory factor analysis of Co-parenting Relationship Scale (CRS analysis using the AMOS 26 program) shown several parameters indicating that the model can measure co-parenting. The RMSEA value of 0.08 is the standard value that indicates the model's overall suitability. RMSEA shows the confidence interval of the fit model value, and the standard is below or equal to 0.08, so this model is called fit. CFI figures above 0.9 also indicate a fit model. Overall, the standard parameters used to measure the model fit were acceptable (Table 4).

Table 4 The Overall Model Result

The overall model fit test measure	The benchmark value for model fit
P-Value (0,648)	$\geq 0,05$
RMSEA (0,000)	$\leq 0,08$
GFI (0,969)	$\geq 0,90$
AGFI (0,932)	$\leq 0,05$
TLI (1,008)	$\geq 0,95$
NFI (0,965)	$\geq 0,95$
RMR (0,05)	$\leq 0,05$
CFI (1,00)	$\geq 0,90$

The Convergent validity was determined using factor loading parameters and AVE values (Average Variance Extracted). Several of the validity test sizes are presented in the lambda section (loading factor) in AMOS format (Table 3). Based on the initial results, one indicator has a value below 0.4. (X4 = 0,17). The weakest acceptable loading factor is 0.40 (Sharma & Paul, 2020). Consequently, this item was removed from the model, leaving 13 items in the model. In Table 5, it can be seen that the items are considered valid and support the model.

Table 5 The CRS Factor Loading

Indicator	Latent Variable	Factor Loading
X1	Co-Parenting	0.535
X2	Co-Parenting	0.445
X3	Co-Parenting	0.527
X5	Co-Parenting	0.685
X6	Co-Parenting	0.724
X7	Co-Parenting	0.614

X8	Co-Parenting	0.578
X9	Co-Parenting	0.732
X10	Co-Parenting	0.495
X11	Co-Parenting	0.763
X12	Co-Parenting	0.763
X13	Co-Parenting	0.490
X14	Co-Parenting	0.515

The internal consistency and construct reliability are used to determine measuring instruments' reliability. Based on the results of the analysis, it was obtained that the Cronbach alpha value was 0.88, and the CR was 0.97. The scores show that the adapted Brief-CRS measuring instrument is reliable.

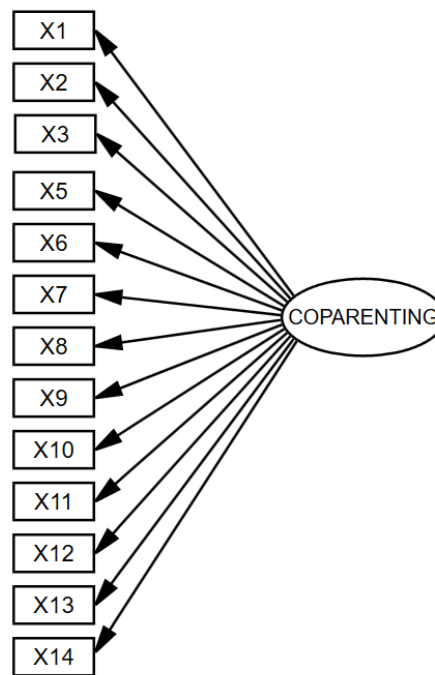


Figure-1 The Model of Adapted Brief-CRS Scale

**4. Discussion**

Cooperation between fathers and mothers in parenting is an essential external factor in developing and forming children's behavior (Batiari et al., 2022; Setiawati et al., 2021). To help parents, build a supportive parenting partnership, well-planned psychological intervention is sometimes necessary. For this reason, measuring the quality of co-parenting is essential so that interventions can be targeted and effective. Providing interventions and developing theories about co-parenting in Indonesia will be easier if excellent and easy-to-use measurement tools are developed. This easy-to-use measure is crucial for people with limited time availability or not too much willingness to be involved in an intervention program. Meanwhile, parents' willingness to be involved in research is needed to provide benefits for parents and produce programs and policies that help parents carry out their roles properly (Ram et al., 2020).

The CRS brief measuring tool has good measurement quality based on the data processing results. It can be used on subjects in Indonesia, except for one item that must be eliminated (X4). Based on the original statement (My partner likes to play with our child and then leave dirty work for me), there are words "dirty work" which have a connotative meaning which may be perceived differently by the subject. An ambiguous statement must be avoided when preparing psychological



measuring instruments, especially on subjects with middle to lower education levels. Referring to Feinberg et al., this statement measures co-parenting closeness between parent pairs (Feinberg et al., 2012). However, based on other statements, it is still represented by items X5 and X6, which measure the same area.

Even though it has a good measure of model fit on several model suitability parameters, when viewed from the loading factor of each indicator, the most significant loading factor only reaches 0.763. Other indicators have a loading factor below 0.7. This score is considered acceptable validity, but it is considered low in particular literature. There are even several items that have a loading factor at the border (0.4), namely item X2 (My relationship with my partner is more vital now than before we had a child), X10 (We are growing and maturing together through experiences as parents), and X13 (Argue about your relationship or marital issues unrelated to your child, in the child's presence?). To produce a better loading factor, it is necessary to review these indicators to describe better co-parenting in the intended context.

## 5. Conclusion

Several limitations need to be considered in the use of this measuring instrument. This measuring instrument is structured using concepts developed on the characteristics of subjects from different cultural backgrounds in Indonesia and the socio-economic class, which tends to be homogeneous. For this reason, when using subjects with different cultural backgrounds and socio-economic classes, it is necessary to consider their suitability. In addition, the existing statements do not represent subjects with different family structures, such as multigenerational families or those with more than one child. This measuring tool is also made for heterosexual married couples who live in the same household. Due to the limited number of items, this measure may not be able to capture other parts of co-parenting dynamics that are not represented in the statement on the scale. For this reason, in its use, researchers or intervention providers should be able to combine it with other techniques, such as interviews and observation.

Based on these limitations, conducting a study to obtain co-parenting concepts appropriate to the surrounding cultural context and diverse family structures is necessary. In addition, currently, parents do not only work with their respective spouses or extended families in caring for them. They also work with educational institutions such as schools or daycares. Further research needs to involve this context in developing concepts and measurement tools.

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