

Risa Juliadilla_Understanding the Influence of Companion Animal on Child Development

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Understanding the Influence of Companion Animal on Child Development: a Literature Review

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Abstrak

Tujuan penelitian adalah menambah literasi mengenai keterikatan manusia dengan hewan, dan pengaruh hewan peliharaan pada perkembangan anak. Penelitian ini menggunakan pendekatan literature narrative review. Penelitian ini mengkaji 15 artikel penelitian ilmiah mengenai keberadaan hewan dan interaksi dengan manusia yang memiliki pengaruh terhadap perkembangan anak. Hasil analisis mereview artikel bagaimana cara bekerja companion animals terhadap perkembangan anak pada aspek sosiemosional, kognitif dan moral. Pada perkembangan sosial-emosi memelihara hewan dan berinteraksi dengan hewan pada anak-anak berkaitan dengan menurunkan tingkat stres dan meningkatkan hormon oksitosin. Hewan peliharaan dapat menjadi media dukungan sosial dan belajar mengekspresikan emosi dan melatih kemampuan regulasi emosi. Pada perkembangan kognitif peran interaksi hewan dengan anak yaitu dengan melatih *Theory of Mind* anak dan hewan peliharaan juga dapat dijadikan sebagai media belajar untuk mengembangkan kemampuan sains dan biologi. Pada perkembangan moral, anak mendapatkan pembelajaran moral mengenai permasalahan keadilan, kebaikan, dan apa yang dipandang benar secara moral mengenai hewan dan kesejahteraannya.

Kata Kunci: Anak, Hewan Peliharaan, Perkembangan Kognitif, Perkembangan Sosio-Emosional, Perkembangan Moral

Abstract

The purpose of the study was to enhance the literacy regarding the attachment of humans and animals and influences of companion Animal on the Development of Children. This study conducts with literature narrative review approach. This study examines 15 scientific research articles on the existence of animals and interactions with humans that affect to child development. The results of article review analysis are how to work companion animals to children's development on sociemotional, cognitive and moral aspects. In social-emotional developments nurturing animals and interacting with animals for children associating to reduce stress levels and increases hormone oxytocin. Companion animal can be a medium for social support and learn to express emotions and practice emotional regulation capabilities. In cognitive development, animal interactions play a role for training theory of mind to children,

beside that companion animal can be utilized as learning media to develop science and biological skills. In moral development, children gain moral learning regarding the issue of justice, goodness, and what is considered right according to the morality about animal and its welfare.

Keywords: Children, Companion Animal, Cognitive Development, Socio-emotional Development, Moral Development

BACKGROUND

Human-Animal interaction is brand-new for the research trend in Indonesia. Human-Animal interaction practice is undergoing history that utilizes animals for some purposes; for a hunt, search and rescue, livestock, an assistance animal such as a service dog. HAI (Human-Animal interaction), initiated in 1987 by the National Institute of Health (NIH), held the conference on the benefits of companion animal and its owner. Experts with interdisciplinary were joined and discussed a particular issue on the role of companion animal for child development. The highlighted issue was about how children interact with companion animal and how children's perspective on the companion animal relationship (Esposito, Mccune, Griffin, & Maholmes, 2011).

Companion animal contributes to child's development. In the beginning, we will describe how child develop and what are variable that affects child's development. Development are continues cycle. This means when somebody do the tasks by their ages. Companion animal role is not only things that contribute in child's development. Some direct and indirect condition that affect are follows. Child's development are the construction of biology, culture and individual (Santrock, 2011).

According to Belsky model (parenting model process) there are 3 variable that affect child's development, child's characteristic, parents psychological sources and stress sources with contextual support. These three variable are interconnected and determine child's characteristics and development of one to another. As the parents psychological resources cover personality, jobs, marriage and parenting are consider as a crucial factors. Similar to social links, peers and neighborhoods. The child's interaction with animals can bring both positive and negative effect to the child's health and development, depending on the quality of the relationship, attachment and how the child's perspective to animals (Mueller, 2021). The relationship among companion animal and children is not monotonous, and can grow collectively with the stages of development. The thing that needs to be concerned is the attachment of companion animal and child interaction, because companion animal ownership is not the only determinant (Wanser, Vitale, Thielke, Brubaker, & Udell, 2019).

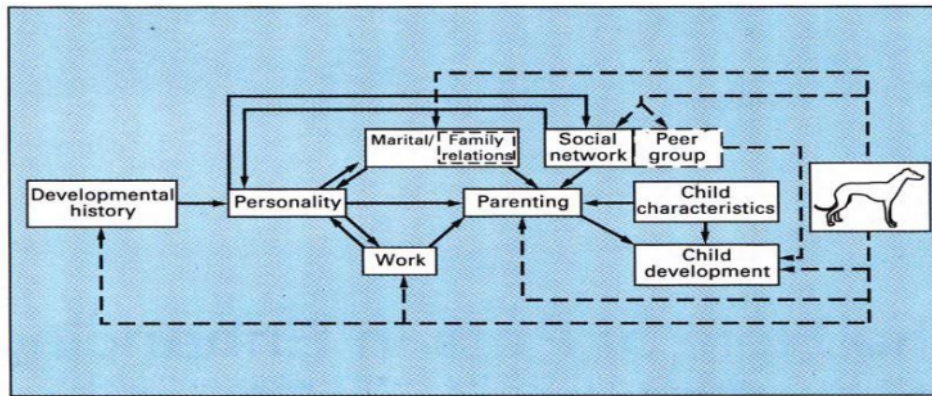


Figure 1. Companion animal Role on Child Development Process (Endenburg & Baarda, 1995)

Children and animals are the perfect matches. Child development experts, Gail Melson, discussed how animal leads the child mind through sets of pictures, story, and ideas. For example, children desire to have a companion animal, animal figures, or wearing peripheral things such as t-shirts, books, classroom things, and many more (Daly & Suggs, 2010). Companion animal are popular as faithful objects to child emotional expression. Companion animal are constantly recognized as family members or friends by children. According to Furman, elementary school students consider the companion animal as a lasting relationship, such as "no matter what" and "even if you get mad at each other" (Melson, 2011). Paper presented by Melson & Schwarz in 1994 proved that nearly half of their sample (a 5-year-old) would share feelings and secrets to their companion animal. Another researcher, Bryan, also revealed that companion animal owners aged 7 to 10 years frequently talk and grumble about emotional experiences with siblings to their companion animal. Their companion animal names are included in the list of 10 most important names in their life, and they consider their companion animal to be more reliable than friends and family (Rothgerber & Mican, 2014). Dogs and cats are regularly known as companion animals reference or companion animal for children. Dogs, in their presence as companion animal, are prominent because of their devotion to nature. Dogs and other companion animals provide a comfortable, receptive, non-judgmental, and source of unconditional love (Jalongo, 2015). So there is no doubt why dogs perform as a therapy source and become concerned for research for education.

Attachment is a bond between animals and humans that is mutually in terms of health and well-being. The usage of attachment is a mechanism of seeking happiness (Wanser et al., 2019). Human attachment to companion animal can be observed through 3 different theoretical approaches as the foundation of children attachment to companion animal (Jalongo, 2015) such as 1) The Biophilia hypothesis, when the human nature are connect with their environment, to the animal. Humans have a strong bond with animals with the background of the human-animal interaction history (DeLoache, Pickard, & LoBue, 2011). Children in nature are curious and attractive to animals. Particularly for children, animals provide as object perception that is interesting and emotionally meaningful that can stimulate learning (O'Haire, McKenzie, McCune, & Slaughter, 2013); 2) Self Theory, by caring companion animal provide benefits for self-concept, helping to accept weakness and perform respect from others. The bonding with companion animal provides for child participation for balanced, calm, familiar, and proactive relationships; 3) Social Support, the existence of Anthropomorphize in animals can provide

social support, helping humans to stay connected. Companion animal bring prosperity to the owner. Children often rely on their companion animal presence for constant companionship when adults or their peers were away.

Realizing the strong bond between humans-animals, this study will promote positive human-animal interaction in various forms, both for companion animal and child development. An attempt to strengthen this theory is by introducing HAI (Human-Animal Interactions) literature on current research trends in Indonesia. Research on how the benefits of companion animals affect a child's development is under the radar and needs more scientific research. The research objective is to enrich the literacy about the influences of companion animals on the development of children.

METHODS

This study uses a conceptual study of companion animals related to child development. The data used for this research is secondary data in the form of scientific research articles, relevant books about the related issues. The analysis in this conceptual paper uses the narrative literature review method. According to Wee & Banister, (2015) a literature review helps researchers get a structured and current overview of literature so that it helps other researchers if they are going to research the same area. As well said by Denney & Tewksbury, (2013) that the literature review helps demonstrate knowledge to the reader to understand a topic. This study reviewed 15 scientific research articles that examined the existence of animals and human interactions that affect child development. After reviewing the article, the researcher narrates, analyzes, and adds to the closing statements as suggestions for the policy regarding the potential use of companion animals to improve child development.

RESULTS AND DISCUSSION

Here are 15 relevant articles to the research presented in table form below:

Tabel 1
Findings of the companion animal and development children article

Authors	Topics	Outcomes
Beetz, Julius, Turner, & Kotrschal, (2012)	Socioemotional Development	Children's cortisol levels were lower when supported by dogs during the tasks with pressure than humans' assistance and artificial dogs (toys).
Westgarth et al., (2013)	Socioemotional Development	Girls tend to have companion animal. Dogs are on the top rank as companion animal in Liverpool, England. An only child or the youngest child is more attached to companion animal.
Rothgerber & Mican, (2014)	Moral Development	Respondents with animal attachment in childhood tend to avoid meat consumption in adulthood. Also, they justify apologizing when consuming meat.
Carlisle, (2015)	Socioemotional Development	Children with Autism Spectrum Disorder (ASD) who live with companion animal have better social skills compare to those who do not live with companion animal.
Geerds, Van de	Cognitive Development	Children with companion animal are more associated with

Walle, & LoBue, (2015a)		biological traits and anthropocentric than children without companion animal.
Geerdt, Van de Walle, & LoBue, (2015b)	Cognitive Development	By anthropomorphic animal' stories can increase children's interest in learning about biological analysis.
Hawkins & Williams, (2016)	Cognitive Development	Children with companion animal and attachment to companion animal are more indicative of Beliefs about Animal Minds (BAM).
Hirschenhauser, Meichel, Schmalzer, & Beetz, (2017)	Cognitive Development	Age and gender affect the experience of animals caring. Children aged 6-10 years old pay attention to animal taxonomy such as dogs and cats, while children ages 11 years old and over ignore this point.
Linder, Sacheck, Noubary, Nelson, & Freeman, (2017)	Socioemotional Development	Children with obesity are associate with their dogs compare with children with standard weight since dogs providing social support.
Miles, Parast, Babey, Griffin, & Saunders, (2017)	Socioemotional Development and health	Children who have companion animal have an advantage both psychologically and physically through the weight and emotion compare to children who do not have an animal.
Tardif-Williams & Bosacki, (2017)	Socioemotional dan Cognitive Development	There are differences between men and women in expressing thoughts and feelings when interacting with companion animals through drawing media. Girls describe interactions with companion animals in a home setting focusing on the physical and emotional, while boys in the wild environment focus on the physical and cognitive.
3 Kerns, Stuart-Parrigon, Coifman, van Dulmen, & Koehn, (2018)	Socioemotional Development	Children completing tasks with companion animal brings positive effects. Physical contact with a dog can give a positive feeling.
Bosacki & Tardif-Williams, (2019)	Socioemotional and moral Development	Girls are more comfortable in friendship with companion animals rather than boys.
Sato, Fujiwara, Kino, Nawa, & Kawachi, (2019)	Socioemotional Development	Ownership of animals contributes a positive effect on emotional expression.
Maruyama, (2005)	Moral Development	Increased empathy on students that raising guinea pigs in a classroom setting compared with the control group (students that do not raise animals)

Socioemotional Development

Companion animal, especially dogs and cats, provide benefits for children through two psychological mechanisms and exercise. Psychologically, companion animal can provide social support and comfort. Through physical activities, children who own companion animal, especially dogs, have energetic playmates and encourage them to exercise during their intimate time (walking and playing with dogs) (Miles et al., 2017). The animal can perform as social

support does not mean as a myth and can demonstrate scientifically. Beetz, Julius, Turner, & Kotrschal, (2012) showed that interacting with dogs shows more significant results than interacting with a friendly person and toy dogs. It is proven by experiments when children have a long duration by interacting with dogs by stroking, holding, touching the dog before doing a task can decrease the cortisol level. The dog presence does contribute to reducing stress, but the most important is the physical touch with the dog (by touching and stroking). These also trigger increasing oxytocin levels. Interactions with animals reduce endocrinological and cardiovascular stress responses that mediated by oxytocin (Beetz et al., 2012). This research is in line with the research by Kerns et al., (2018) regarding dogs that were examined for children, 9-11 years related to animal interactions and childhood approaching adolescents. This study examines the heart rate response and positive effect of children on a dog. The results showed that the positive effect was higher when the child completed a task together with dogs. It can be concluded that children who had physical contact with dogs had higher positive effects. Children's interaction with companion animal is associated with much positive feedback.

Companion animal also provide a sense of trust. Trust and social support do not always come from humans. The benefits of companion animal also establish and maintain lifestyle changes and behaviors with increased physical activity such as work-out. As a result, children with obesity are more attached to their companion animal than children with normal weight. Obesity provides a negative stigma in society, and children with obesity are frequently associated with mental health problems and a lack of social support from peers. Dogs consider as their capability to replace peer social support because dogs provide unconditional love (Linder et al., 2017). The bonding of children to animals, especially companion animal can reduce stress by providing friendship, improving mood, stimulating conversation, providing physical contact so that it makes it natural and deal with loneliness (Fine & Beck, 2010).

One indicator of emotional development in early childhood is understanding the reactions of others and controlling their own emotions (Santrock, 2011). Children are fitter to reveal out that certain situations might cause particular anger. Children also start to recognize facial expressions that indicate certain emotions. Through raising and interacting with animals, children will learn anger from other living things. For example, a child begins to understand that their cat will experience fear and tries to defend himself if something threatens. Sometimes children still unable to interpret animal emotions, so they are at risk of being scratched or bitten (Bures, 2021). In any situation, when dogs are angry, uncomfortable, or stressed, they may react to bite. Children must recognize dog emotions both when happy and scared (Aldridge & Rose, 2019). Understanding animal body language is necessary when interacting with animals. Animal body language is not a basic formula that is difficult to apply but is it common knowledge for interacting with animals when a dog's tail wagging as a sign that they are happy, or a dog wagging its tail a sign to defense itself. Of course, children must learn or with the guidance of their parents independently in interacting with animals. The existence of a child's attachment to their companion animal comes as a trigger to understand the anger from their companion animal perspective. Understanding the companion animal emotions and being kind is a process a child develops in emotions.

Emotional development for middle and late childhood is increased perspective-taking, with the ability to draw assumptions from other perspectives and to understand their thoughts and feelings. Perspective-taking determines developing prosocial or antisocial behavior (Santrock, 2011). The attitude of empathy and prosocial behavior is frequently perceived as a result of interaction with companion animal. Through the activity of caring for companion

animal, children understand that companion animal also have different needs from themselves (Bures, 2021)

Companion animal ownership has a modest impact on children's emotional expression because children who have companion animal perform a lower risk of lack-expression in comparison with children with no experience of owning a companion animal. Emotional expression is the key to communication. Children must be able to convey emotional expressions to others. When children show a lack of emotional expression, there is a tendency for them to feel afraid of negative consequences and hard to express emotions. Emotional regulation is a core in expressing emotion appropriately. Companion animal can minimize the emotional barriers and develop children's emotional expression. By having a companion animal, children provide opportunities that easily communicate since they would not get any negative response because animals are listeners who do not give any judgment. Although animals are unable to respond to children's emotional expressions, children can learn and develop expressions. Child's inability to express causes difficulty in emotion regulation. Children who have companion animal are 6% less able to express their emotions (Sato et al., 2019).

Animals are frequently demonstrating as social lubricants that can facilitate human relations universally. Perceptions about someone might change if someone companies by an animal. Individuals that can interact and treat animals well derived for having a good attitude towards fellow humans. Dogs are very social animals because they are friendly to people, and their owners can find topics of conversation about dog habits, behavior, and others. It might happen for other animals, such as rabbits and turtles can trigger conversations among children and adults in the park (Amiot, Bastian, & Martens, 2016).

This effect is also found in children with special needs that the increased social skills of Autism Spectrum Disorder (ASD) is mostly associated with the presence of trained animals such as dogs and dolphins. Companion animal provide a positive effect to a child with ASD who lives with companion animal and will have better social skills by helping to encourage responsibility and provide friendship compared to a child with ASD who does not live with companion animal (Carlisle, 2014). Carlisle et al., (2017) extended their research on the positive impact of companion animal interactions from an ASD caregiver's sight. Caregivers for a family of a child with ASD also get positive feedback of companion animal interactions with their foster children. Interaction with companion animal is an opportunity to learn to communicate by talking to companion animal. In the caregiver experience, companion animal were performed as the medium by the child with ASD to express their deep love, and to learn how to treat animals well. The choice of animal type is considering as an important factor when the selected animal considers as low risk and can interact in a friendly manner with a child with ASD. Dogs and cats are proper for animals for ASD assistance, with facts that dogs are mingling with humans, while cats are solitary animals but still need caresses and hugs from humans. Companion animal can play an important role in ASD children and can encourage caregivers to find out the needs of ASD children.

Cognitive Development

For children with the age of 2-4 years old see the world regarding their own will, besides children also think that other living creatures are similar to humans so, at this point, children begin to develop the ability of imagination, including with companion animal. According to Melson (2003) child of this age treat animals like friends, even relatives. Raising animals can be a medium for children to learn and get involved in the environment, both human and non-human. When taking care of their companion animal, children can learn about animals such as

seeing, hearing, feeling, and acting on objects. Besides that, companion animals can perform as a medium for learning to improve concentration for children, as well as stimulate their curiosity. When children's curiosity arises, the learning enthusiasm increases. Instinctively, children show curiosity about concrete objects. For instance, children learn with the animal as objects that instinctively let children show their interest while interacting with animals because children can touch, see, hear and feel when the animal is around rather than using animal toys.

For a toddler, children have a lack of biological knowledge about humans and others' life. In the future, the child starts to think about anthropocentric, by increasing their understanding of humans and other life with a basis of their similar behavior to humans. Children that live in urban areas are more familiar with animals in their artificial body compared to them who live in a rural area that frequently meets the genuine. The results showed that children who have companion animals gained broadened knowledge of biology. Children who interact with companion animals are more likely to perceive animals as peers by recognizing the similarity of attributes between animals and humans. This research focuses on dogs and cats. Although children interact with other small animals such as fish, birds, rabbits, and hamsters, children still have a moment to observe biology. Sets of activities that involve animals in cages cannot perform a quick social response as cats and dogs (Geerdts et al., 2015a).

Children's storybooks with animal characters frequently present animal settings by engaging in human-like activities such as wearing clothes and staying at home. That is relevant to what children experience, and it eases them to describe characters anthropomorphically. Anthropomorphic animal storybooks do not erase memories of actual and realistic animal figures. Through anthropomorphism, it is possible to know the psychological nature of animals in actual terms as well as to learn factual and biological information. By reading anthropomorphic animal stories, boys were able to identify non-camouflaged animals as more likely to be eaten by predators. The topic of the survival of animals with anthropomorphism is more attractive to boys than girls. Anthropomorphic stories do not always have negative effects but can instead enhance learning by facilitating biological reasoning. Anthropomorphic animals that are more similar to real animals can increase children's attention so that they make better relationships with children and increase biological reasoning (Geerdts et al., 2015b).

The increasing age of the child also affects a companion animal's perspective. Children aged 6-10 years prefer animals with a taxonomic similarity with humans and can interact directly, such as dogs and cats, rather than birds or turtles. Meanwhile, children aged 11-14 years no longer concern with animal taxonomy since they also show an attachment to animals such as rats or iguanas that they treat equally as taking care of dogs and cats. In general, humans adore, give great attention and generate the interaction with animals that have the same phylogenetic properties as humans; physically, behaviorally and cognitively such as primates and dogs. Age also affects companion animal attachment when someone gets older, less time-spent and interacting with animals because it can occur at work and school activities (Hirschenhauser et al., 2017).

Companion animal interaction with children is also affected by Beliefs about Animal Minds (BAM). BAM is the belief that non-human creatures can think, feel and have the experience emotion. Cognitive and affective empathy presence plays a role in influencing attitudes and well-being in animals (Hawkins & Williams, 2016). Children who have companion animals have a higher child BAM compared to children who do not have companion animals. Child BAM is positively associated with attachment to companion animals, humane attitudes towards animals, and attitudes towards animals. Child BAM is associated with

cognitive development (i.e., Theory of Mind) and cognitive ability to understand various emotions in animals that can develop with age. Positive animal interactions are required to boost BAM. Child BAM may be associated with caring behavior towards animals and feelings of emotional attachment (Hawkins & Williams, 2016).

Moral Development

Moral development includes the thoughts, feelings, and behavior development according to the rules and habits that accomplished when interacting with others (Santrock, 2011). Parents teach moral learning within internalization so that children understand the concept of right or wrong. Conscience is an outcome of standard regulation that children have learned on morality, feelings, and behavior. The actual shape of conscience is when children know the concept of right and wrong, demonstrate empathy, sense of guilt, perform discomfort feeling when conducting mistakes or violations. Through companion animal, children get moral learning about issues of justice, kindness, and what is considered morally right about animals and their welfare

Gender also determines how mental states language and moral development. Gender also determines how the child's perception regarding their interaction with the animals. Girls show a variety of close friendships and get more comfortable with companion animals than boys. The background just because the girls are trained and encouraged by parents and teachers to share their feelings and relationships with animals. Teachers tend to use emotional language on girls than boys. It might affect the moral reasoning of children. Besides, morals are also persuaded by social and cultural stereotypes according to gender roles. Gender stereotypes make women grow with sensitivity and have a moral vocabulary (Bosacki & Tardif-Williams, 2019).

HAI also contributes to children's moral development, which is indicated by a sense of belonging and attachment to a companion animal in childhood that built an attitude not to consume meat as empathy for animals. The behavior of not consuming meat regarded on thoughts about the process and its origin. This thought leads to discomfort so that it provides high empathy for animals and avoids consuming meat (Rothgerber & Mican, 2014). Avoiding meat consumption is not the main objective of moral development, require the role of adults such as parents to straighten it out. The study of human behavior to animals is dualistic and has a few complex concepts. Adults or parents are frequently tough to teach children (Juliadilla, 2020). One side teaches children to love animals, but children are also used to eating fish, beef, and chicken. Parents can teach children to view this dilemma from two perspectives in a biological explanation to explain the food chain of life. Being vegan can be an attitude or individual step towards respecting animals. Humans are faced with the choice to be involved or not. How we treat animals depends on how we perceive them. In one way, this aims to teach children to love animals, but children are also used to eating fish, beef, and chicken. Parents can teach children to see this problem from two perspectives in a biological explanation to explain the food chain of life. Being vegan can be an attitude or individual step towards respecting animals. Humans are realized with the choice to be involved or not. How we treat animals depends on how we perceive them (Panizza, 2020).

Moral learning can be trained through a religious approach, as the reason why we as humans need to love other living things, for example, animals. (Salamah, 2020) conducting qualitative research by teaching kindergarten students by introducing the hadiths on how to treat animals well. Through the hadith, students had given an understanding of how Islam

orders to treat animals properly. Regarding some dilemma situations, children can understand that it will not be sinful to consume some animals (i.e., cows and chickens) and but they emphasize treating animals properly during their lifetime (Juliadilla, 2020), and children can introduce to love animals. In the closes environment, it can apply to companion animal such as dogs, cats, rabbits, and other animals. At this point, children can provide an understanding of how to purify themselves when exposed to dogs' saliva (for Muslims), and how children still have to respect their peers who owned dogs (Juliadilla, 2020). Through religious learning, children are also given the understanding to love animals in some ways: 1) concern with animal feeding (2) not exploiting animal energy (3) follow the Islam orders to slaughter by sharpening the knives (4) not putting hot iron stamps on animal faces (5) do not set animals for practicing arrow (Salamah, 2020).

The Japanese National Government conducts a strategy to provide moral lessons for formal education through a caring animals program at schools. This program aims to assign students to be responsible for their companion animal. Some examples of companion animal in school include hamsters and chickens. Students hold the responsibility of feeding, cleaning the cage regularly and involve all the students, and burying their companion animal when they die. Through this program, it might result that students will put more respect to animals, respect to life, kindness, and a sense of responsibility (Nakajima, 2017). One of the major issues in moral education for Japanese education is respect for ourselves, other people, animals, and plants. By the set activities of caring for animals in a school setting, children influence to think about life and death. Moral learning is also in line with science learning. Maruyama, (2005) investigated the benefits of companion animal to Japanese students through experimental research. The results were that students who raised animals (in this study using guinea pigs) showed higher empathy than the control group (the group that did not raise animals). The contribution of a companion animal to moral development is fundamental. The tutorial from adults in the children's surroundings is unavoidable. In the stages of moral development, parents are constrained to help children understand the correct and incorrect concepts of morals. Moral development is not a gift, but it can be educated and developed by parents.

SUMMARY

The conclusions were compiled based on an analysis of 15 articles on animal-human interactions, particularly in child development. The description that has been pointed out becomes a conclusion that there have been many studies on child development related to companion animal, both socio-emotional development, morals, and cognitive development. Which is the development process is vital. In social-emotional development, children that raising and interacting with animals will decrease the stress levels that trigger by the increase of hormone oxytocin, develop social support, and can help children learn to express emotions and train emotional regulation skills. In cognitive development, the role of animal interaction with children can develop cognitive abilities. Like when children learn about humans and non-humans, or learn about animals, both the physical form of animals and know the needs of animals. Besides, with children learning about animals, including the needs of animals, can shape children's empathy cognitive abilities. The child realizes and analyzes that animals can express, think and feel. The experience of learning about animals from the cognitive aspects of empathy can have an impact on animal welfare. In moral development, children learn about justice and kindness to others, one of which is animals. When children respond to the polarity view, they need assistance from their parents.

Although there are many thoughts and studies that declare the contribution of HAI in child development, there are also risk factors, including bites, disease transmission, and cost. Maximizing goodness of fit in HAI is an important role (Mueller, 2014), for example raising animals according to economic conditions. Keeping ornamental fish in an aquarium is easier and cheaper than keeping cats. Another example is the conformity of animals with their religion, replacing dogs with rabbits. So, children will have little responsibility to feed and clean the aquarium with lower expenses for animal maintenance. The presence of companion animal does not distinguish the type of species and their number, but the positive effect implies in children. One crucial factor to be considered in the concept of HAI is the animal species to be kept. It possible that the nature and quality of HAI affect the type of animal engage, i.e., children's interactions with animals intended for livestock or food sources would have different behaviors and emotions than those who have interacted with a companion animal at home (Mueller, 2014).

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