



THE RELATIONSHIP BETWEEN PARENTING STYLE AND THE DEVELOPMENT OF PRE-SCHOOL CHILDREN

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ABSTRACT

Background: Parenting styles for children are given from an early age, which is a way of educating children to form personalities that will be carried into adulthood. Parenting styles will affect children's development both in gross motor and fine motor skills, personal and social interactions, and language.

Objective: The aim of the study was to determine the strength of the relationship between parenting style and the development of pre-school children at Posyandu Kaliboto Karanganyar.

Method: The research method is quantitative and cross-sectional. At Kaliboto Posyandu, the under-five population was studied by taking samples using the Slovin formula and obtaining 85 respondents who met the criteria of being parents and having children under the age of five (aged 3-5 years). The instruments used were a questionnaire for parents and the Denver Development Screening Test (DDST) sheet to measure children. Data analysis using Spearman *rank*

Result: The results showed that 57.6% of parents practiced democratic parenting, and 62.4% of children under the age of five showed normal child development. The results of bivariate analysis with Spearman *Rank* obtained a p value of 0.000 and a positive correlation coefficient value of 0.547.

Conclusion: There is a relationship between parenting style and the development of medium-strength preschool-aged children at Posyandu Kaliboto. The parenting style applied by the majority is democratic, and the majority of preschool-aged children are normal. It is expected to be the basis for parents to apply parenting in a democratic manner in order to optimize the development of preschool children.

Keywords: *parenting style, development, pre-school age children*

INTRODUCTION

Babies under the age of five, often known as toddlers, are a very important period; pre-school children are also included in toddlers ¹. This period is called the "golden period" because children are so sensitive to their environment, and this period lasts for a very short time that cannot be repeated and forms human personality from an early age ². According to the United Nations Children's Fund (UNICEF), approximately 16% of children aged 3-6 years in Indonesia have developmental disorders such as intellectual disorders caused by suboptimal brain development, hearing loss, and fine motor disorders. Developmental disorders in children can have an impact on morbidity or illness that will occur in the child's life cycle. Long-term transmission between generations has an impact on a country's rate of development. This is because children are an important element for the sustainability of a nation, and the state functions to create a superior generation from an early age ³.

Indonesia has a large number of preschool-aged children, namely around 9,679,481 people, all of whom are candidates for the next generation of the nation. In general, the quality of children's development in Indonesia needs serious attention, namely getting good nutrition, adequate stimulation, and access to quality health services, including early detection and intervention of developmental deviations. In addition, various environmental factors that can interfere with children's development also need to be eliminated based on data ⁴. Child development will be optimal if the interaction is in accordance with the needs of the child at various stages of development, even when the baby is still in the womb ⁵.

Parenting styles must be understood by parents because their role in raising children can reduce the level of developmental disorders in children. As a result, parents must be knowledgeable

about the stages of child development in order to prevent developmental disorders in children early on. Prevention begins with proper parenting by parents. This research was conducted to determine the relationship between parenting style and the development of preschool children at Posyandu Kaliboto.

METHODS

The research method is quantitative, with an analytic observational design and a cross-sectional study approach ⁶. Mothers with children aged 4-5 years were studied in Kaloboto Posyandu, Karanganyar, Central Java. Sampling from 13th integrated healthcare center was cluster random sampling formula of 85 respondents using the Slovin formula, which obtained 85 samples. The independent variable is child development, and the dependent variable is parenting style.

The instrument used for data collection was a parenting style questionnaire with authoritarian, permissive, and democratic parenting components to be filled out by parents. The instrument used to measure development in children uses the Denver Development Screening Test (DDST) observation sheet, which contains four aspects: gross motor development, fine motor development, personal social development, and language. The interpretation of the DDST test includes normal, suspect (indicating a deviation), and unstable (which cannot be tested). The Spearman rank correlation test with a α -value of 0.05 (significant value) was used to examine the strength of the correlation. This research was received ethical clearance from the health research ethics committee at RSUD Dr. Moewardi with number: 997/VII/HREC/2022.

RESULT

1. Parenting Styles in Pre-School Children

The results of the data tabulation showed that the distribution of parenting styles for pre-school children showed that

democratic parenting styles were 57.6%, permissive 20%, and authoritarian 22.4%.

Table 1. Frequency Distribution of Parenting Styles in Preschool Children

Parenting Category	Frequency (n)	Percentage (%)
Authoritarian	19	22.4
Permissive	17	20
Democratic	49	57.6
Total	85	100

2. Child Development at Pre-School Age

The results of processing toddler development data show that normal toddler development is at 62%, toddlers indicate developmental deviations at 20%, and toddlers cannot be measured at 17.6%.

Table 2. Distribution of the Frequency of Development of Preschool Children

Parenting Category	Frequency (n)	Percentage (%)
Can not be measured (Unstable)	15	17.6
Indicated (Suspect)	17	20
Normal	53	62.4
Total	85	100

3. Parenting Styles of Parents and The Development of Pre-School Children

The results obtained from processing statistical test data using the Spearman rank correlation test show that there is a relationship between parenting styles and the development of preschool children with a value of 0.05 or 0.000. As for the correlation coefficient obtained, it was 0.547. So it shows the strength of the moderate correlation.

Table 3. Correlation Results of the Spearman Rank Correlation Test

Parenting	<i>Child development</i>						Total	ρ value	<i>Gamma</i> values
	Unstable		suspect		Normal				
	n	%	n	%	n	%	n	%	
Authoritarian	11	58	1	5	7	37	19	100%	0.000 0.547
Permissive	1	6	12	71	4	23	17	100%	
Democratic	3	6	4	8	42	86	49	100%	
Total	15	18	17	20	53	62	85	100%	

Table 3 shows that the correlation value is moderate, as indicated by a significant correlation value of 0.547 and reinforced by a significant value (2-tail) of 0.000, which is less than 0.05 and indicates a relationship between parenting and child development variables. This means that the two variables have a strong and unidirectional relationship. Therefore, if the quality of good parenting is improved, the child's development will also increase.

DISCUSSION

1. Parenting Styles in Pre-School Children

Parenting is the best way for parents to educate their children in order to realize their responsibility for them ⁷. Parental care, as a psychological construct shown by parents in caring for their children, includes all activities in providing care, both carried out individually and together in the family ⁸. Looking at Table 1, the results of the distribution of parenting styles for pre-school children in Posyandu Kaliboto Karanganyar, most parents apply democratic parenting at 57.6%.

This democratic parenting style is a parenting method that involves giving their children the opportunity to express their opinions ⁹. A democratic parenting style applied by parents to children aims to train children to live independently in the learning process of life. Democratic parenting, when used in parenting, can encourage children to be free while also establishing boundaries and controlling their movement behavior. In this case, parents are more dominant by showing a friendly attitude and praising and encouraging children when they experience difficulties. Democratic parenting can show social behavior by having good emotional policies ¹⁰.

The characteristics of democratic parenting for children are that parents always encourage children to carry out positive activities for their development, there is good cooperation between children and parents in stimulating development, parents will support their children well when stimulating their growth and development, parents always guide their children and will direct them well in stimulating their development, and parents always control their children's development so that they are not rigid ¹¹.

2. Child Development at Pre-School Age

The development of pre-school-age children at Posyandu Kaliboto Karanganyar is more than 50% normal, but

there are 17.6% that cannot be measured and 20% that indicate deviant development. Development is an increase in the ability and structure of a more complex body to function in an orderly, predictable, and predictable style as a result of an organized process of differentiation of cells, tissues, organs, and systems. The qualitative aspect of development is the increase in the maturity of the functions of each organ of the body, beginning with the function of the heart to pump blood and the ability to breathe and progressing to the child's ability to lie on his stomach, sit, walk, pick up objects around him, and have emotional maturity. and social ¹².

Child development begins to form, such as sensory abilities, ways of thinking, language skills, speaking skills, social behavior skills, gross motor and fine motor development, and the quality of development. In particular, pre-school-age children determine many aspects of life, including aspects of health, academic achievement, intellectuality, and productivity, all of which will affect their future ².

The problem found in this study is that there is an indication of development that deviates by 20% and cannot be measured by 17.6%. The developments found need to be examined, starting from the ongoing growth and development in the womb to preschool age. Deviations in child development are seen in gross motor, fine motor, social personality, and language ¹³.

3. Parenting Styles of Parents and The Development of Pre-School Children

The research is in accordance with research conducted by ¹⁴, which shows that there is a relationship between parenting and the development of preschool-age children when parents provide democratic parenting to their children. Research conducted by ¹⁵ shows that there is a very strong relationship between parenting styles and the development of toddlers. Good parenting can minimize the

occurrence of deviations in child development. The limitation in this research is that the level of education of the parents of toddlers is not controlled by the researcher.

CONCLUSION

Parenting style has a strong relationship to the development of preschool-age children at Posyandu Kaliboto Karanganyar. Democratic parenting is dominantly applied by parents to children because it is hoped that children will be able to adjust better both personally and socially so that they are more independent and responsible. Of course, parental assistance is necessary. The development of preschool-aged children at a rate of more than 50% is normal, which is equal to 62.4%. However, 17.6% cannot be measured, and 20% indicate developmental deviations that still require problem analysis to solve problems with the development of preschool-aged children. The next researcher's recommendation is to add to the educational level factor variable in parents. The level of education affects the type of parenting and is related to child development.

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