

THE RELATIONSHIP BETWEEN PARENTING PATTERNS AND SOCIAL INTERACTION WITH THE INDEPENDENCE OF PRESCHOOLERS

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ABSTRACT

Children's independence is an ability to think, feel, and children do things on their own and are able to regulate themselves according to their obligations in daily life without being helped by others. The purpose of this study was to determine the relationship between parenting and social interaction with the independence of preschool children in TK Harapan Bunda. This study uses quantitative methods with the type of Correlational Analytical research. The design used in this research is Cross Sectional. The population in this study were all children who attended TK Harapan Bunda, totaling 137 children. Sampling with purposive sampling technique as many as 58 people. Data collection techniques in this study using primary data obtained by conducting direct interviews with respondents using questionnaires and observations. Data analysis techniques used data normality test, univariate analysis, bivariate analysis (partial correlation), and multivariate analysis (multiple correlation). The results in this study are the frequency distribution of parenting in TK Harapan Bunda, 1 person (1.7%) parenting permissive parenting and 57 people (98.3%) parenting democratic parenting; Distribution of the frequency of social interaction in TK Harapan Bunda, 2 people (3.4%) had poor social interaction and 56 people (96.6%) had good social interaction; The distribution of the frequency of independence of preschool-aged children in TK Harapan Bunda, 2 people (3.4%) of low independence and 56 (96.6%) of high children's independence; There is a relationship between parenting style and independence of preschool age children in TK Harapan Bunda; There is no relationship between social interaction and the independence of preschoolers in TK Harapan Bunda; There is a moderate relationship between parenting and social interaction with the independence of preschool children in TK Harapan Bunda.

Keywords: Parenting Pattern, Social Interaction, Child Independence.