

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

Vanika Oktia¹, Eivria Ardianti² & Aninda Dwi Kusuma³
Email: vanika.oktia25@gmail.com¹, ardantieivria@gmail.com²,
anindaakusuma22@gmail.com³
Faculty of Psychology
Program Study Masters of Psychology Profesi (PSMPP)
Persada Indonesia YAI University Jakarta, INDONESIA

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.

INTRODUCTION

The World Health Organization (WHO) reports that 5-25% of preschool children suffer from developmental disorders. Various child development problems, such as delays in motor skills, language and social behavior, have increased in recent years (Ismiryam et al., 2017).

The independence of preschool children in developing and developed countries is 53% independent and not dependent on others and 9% still dependent on parents, 38% of preschool children are completely dependent on their parents and caregivers and 17% are quite independent. Children who are not independent will have an impact on their own personality development (Ismiryam. et al., 2017).

The largest number of delays or developmental disorders in children in the world is concentrated in Sub-Saharan African countries where more than 60% of young children are at risk of not achieving developmental tasks according to age segmentation, whereas according to UNICEF data in 2019, developmental disorders in Indonesia were 11.7%. Other data according to Nurturing Care in 2015 showed that children at risk of experiencing poor development in Indonesia were 45%. This is a problem that must be addressed immediately and must receive serious attention from families and the government (UNICEF, 2019).

The child growth rate in Indonesia is currently quite high. In 2019 it reached 266.91 million people, this growth experienced an increase of 0.72% from the previous year. The 0-4 year age group (children's age) reached 66.17 million people or around 24.8% of the total population from the previous year (BPS, 2019) in (Kasongat. et al., 2020).

The preschool period is often referred to as the golden period, window of opportunity, or critical period. This period is the period of most rapid growth and development in the human brain. The need for growth and development is one of the basic rights of children in accordance with Law Number 23 of 2003 concerning Child Protection and the 1989/1990 Convention on the Rights of the Child. When entering preschool age, children's ability to adapt can be put to good use. However, in reality, there are many delays in social adjustment (adaptation) and independence, especially at the early school age (Suana & Firdaus, 2014).

Preschool children experience a golden period of development, with the development of bodily and mental functions which together respond to all activities in the environment. At this age is the right time to develop all skills, including developing fine and gross motor skills, social, emotional and cognitive (Mulyasa, 2012). Preschool children are 4-6 years old and usually start attending preschool programs (Dewi, 2015). Children are currently experiencing a very fast growth and development process and need strong inspiration from the people around them to have quality personalities for the future (Muscaria, 2015).

Every child's level of independence is different. This is caused by several influencing factors. There are two factors that influence children's independence, namely internal factors (from within the individual) and external factors (from outside the individual). Internal factors consist of physiological and psychological factors. External factors include genes from parents, the education system at school, and the living system in society (Wiyani, 2014). Parental care is basically created by the interaction between parents and children in daily relationships that evolve over time, so that parents will produce children of the same age, because parents not only teach with words but also with examples. (Kasongat. et al, 2020).

Parental parenting styles greatly influence a child's personality and behavior. Parents choose parenting styles based on the assumption that what is given to the child is best for the child. No parent hopes to have a child who deviates from the values and norms that apply in society. Factors that influence parents in choosing parenting styles include age, gender, education, experience, husband and wife relationship, socio-economic status and surrounding culture (Tridonanto, 2014, p.24).

Children's difficulties in social interaction are age differences, children's lack of confidence and courage, and interests, but they do not play a major role. This is in accordance with the theory that according to Sunaryo, social interaction is a system of relationships between individuals and their environment, especially the psychological environment. In general, social interaction consists of desires that will direct action towards other people (Suryono, 2013).

Good social interaction will have a positive influence on interacting with peers, the parenting style applied to children is good, then the social interaction is good, but if the implementation of the parenting style given to parents is not good or inappropriate then the child's social interaction is not good because children are shy and don't want to join in with peers (Kosongat. et al., 2020).

The formulation of the problem in this research is whether there is a relationship between parenting styles and social interactions with the independence of preschool-aged children at Harapan Bunda Kindergarten. The aim of this research is to study the relationship between parenting styles and social interactions with the independence of preschool-aged children at Harapan Bunda Kindergarten.

RESEARCH METHODS

This research uses quantitative methods with Correlational Analytical research type. The design used in this research is Cross Sectional. The population in this study were all parents whose children attended Harapan Bunda Kindergarten, totaling 137 children. The sampling technique used purposive sampling technique as many as 58 people. Data collection techniques using primary data were obtained by conducting direct interviews with respondents using questionnaires and observation. Data analysis used data normality tests, univariate analysis, bivariate analysis (partial correlation), and multivariate analysis (multiple correlation).

RESEARCH RESULT

1. Univariate Analysis

This analysis was carried out to get an overview of each variable studied, both independent and dependent variables.

Table 1: Parenting Style

Variable	Frequency	Percentage
Permissive	1	1.7
Democratic	57	98.3
Total	58	100.0

From the table above, it can be seen that the Permissive Parenting Pattern is 1 person (1.7%), the Democratic Parenting Pattern is 57 people (98.3%).

Table 2: Social Interaction

Variable	Frequency	Percentage
Not Enough	2	3.4
Good	56	96.6
Total	58	100.0

From the table above, it can be seen that social interaction was less than 2 people (3.4%), good social interaction was 56 people (96.6%).

Table 3: Children's Independence

Variable	Frequency	Percentage
Low	2	3.4
Tall	56	96.6
Total	58	100.0

From the table above, it can be seen that there are 2 children with low independence (3.4%), 56 people with high independence (96.6%).

2. Bivariate Analysis (Partial Correlation)

Bivariate analysis was carried out to determine the relationship between parenting styles and social interactions with the independence of preschool-aged children at Harapan Bunda Kindergarten.

Table 4: Bivariate Analysis (Partial Correlation)

Variable	P-value	Keterangan
Parenting Style	.053	Normally Distributed
Social interaction	.200*	Normally Distributed
Children's Independence	.090	Normally Distributed

The results of the Normality Test can be obtained using the Kolmogorov-Smirnov Test (because the sample is > 50) as follows:

- 1) P-value = 0.053 $>$ 0.05 is not significant, meaning that the Parenting Pattern data is normally distributed.
- 2) P-value = 2,000 $>$ 0.05 is not significant, meaning the Social Interaction data is normally distributed.
- 3) P-value = 0.090 $>$ 0.05 is not significant, meaning the Child Independence data is normally distributed.

Table 5: Correlation

No	Variable	R	P-value	$\alpha = 0,05$	Information
1.	Parenting Patterns and Children's Independence	0,447	0,006	$\rho < \alpha$	Medium Relationship
2.	Social Interaction with Independence	0,303	0,068	$\rho > \alpha$	Not Related
3.	Parenting Patterns and Social Interaction with Children's Independence	0,498		$\rho < \alpha$	Medium Relationship

1. Correlation between Parenting Patterns and Children's Independence, Social Interaction as a control variable.

The results of the partial correlation analysis between parenting styles and children's independence by controlling social interactions obtained correlation values:

$R = 0.447$ with $p\text{-value} = 0.006 < 0.05$ is significant, so H_0 is rejected and H_a is accepted.

Conclusion: There is a relationship between parenting styles and the independence of preschool-aged children at Harapan Bunda Kindergarten. Because the value $R = 0.447$ lies in the interval $0.40 - 0.60$. So the correlation is moderate.

2. Correlation between Social Interaction and Children's Independence, Parenting Patterns as a control variable (controlled).

The results of the partial correlation analysis between social interaction and children's independence by controlling parental parenting patterns obtained correlation values:

$R = 0.303$ with $p\text{-value} = 0.068 > 0.05$ is not significant, so H_a is rejected and H_0 is accepted.

Conclusion: There is no relationship between social interaction and the independence of preschool aged children at Harapan Bunda Kindergarten.

3. Multiple Correlation Analysis

The Relationship between Parenting Styles and Social Interaction with Children's Independence. In the table above it can be seen that the value of $R = 0.498$ so this correlation is a medium correlation because in the interval $0.40 \leq R < 0.60$. The R^2 value = 0.248 which is the simultaneous coefficient of influence between parental parenting and social interactions on children's independence. If the R^2 value is expressed in % then the value is 24.8%. The R^2 value is the actual influence value. This value can increase or decrease if new variables are added.

DISCUSSION

Based on the results of research from 58 samples, it shows that the majority of parents' parenting styles at Harapan Bunda Kindergarten have a democratic parenting style. There was 1 person (1.7%) who chose the answer that showed permissive parenting and 57 people (98.3%) chose the answer that showed democratic parenting.

The results of research conducted by Alvita & Angghitiya (2021) showed that the highest number of respondents applied democratic parenting patterns, namely 24 respondents (68.6%), 7 respondents with permissive parenting patterns (20.0%) and the least There are 4 people with authoritarian parenting styles (11.4%). Researchers are of the opinion that the process of establishing a democratic parenting style will be able to run well if it is supported by good communication that develops between parents and children. Dialogic communication that occurs between parents and their children will be able to help children to solve their problems and increase the closeness between parents and children. That democratic parenting tends to have the impact of making preschool children more independent in carrying out daily activities compared to authoritarian and permissive parenting. So researchers recommend that parents implement good parenting patterns so that they can have a positive impact on the independence of preschool-aged children.

Based on research results from 58 samples, it shows that the majority of social interactions at Harapan Bunda Kindergarten have good social interactions. There were 2 people (3.4%) who chose the answer that showed less social interaction and 56 people (96.6%) showed good social interaction.

The results of this research showed that as many as 96.6% showed good social interactions. Good social interaction will have a positive influence on interacting with peers, the parenting style applied to children is good, then the social interaction is good, but if the implementation of the parenting style given to parents is not good or inappropriate then the child's social interaction is not good because the child embarrassed and not wanting to join in with peers (Kosongat. et al., 2020).

Based on the results of research from 58 samples, it shows that the majority of children at Harapan Bunda Kindergarten have high levels of independence. There were 2 people (3.4%) choosing the answer that showed low child independence and 56 people (96.6%) chose the answer that showed high child independence. The results of this research showed that as many as 96.6% showed high child independence.

The results of research conducted by Utami (2017) on child independence respondents showed that there were 38 children who were independent (63.3%) and 22 people who were not independent (36.7%). An independent person is characterized by behavior, can carry out all his activities independently or on his own even though he is still under parental supervision, can make decisions and choices in accordance with his own views obtained from seeing the behavior or actions of the people around him, can socialize with other people without needing to accompanied by parents, can control their emotions and can even empathize with other people (Ayu & Haenilah, 2018).

Correlation between Parenting Patterns and Children's Independence, Social Interaction as a control variable (controlled). The results of the partial correlation analysis between parenting styles and children's independence by controlling social interactions showed that the correlation value was $R = 0.447$ with a significant $p\text{-value} = 0.006 < 0.05$, so H_0 was rejected and H_a was accepted. In conclusion, there is a relationship between parenting styles and the independence of preschool-aged children at Harapan Bunda Kindergarten. Because the value of $R = 0.447$ lies in the interval 0.40-0.60, the correlation is moderate.

The research results are in line with Mayasari, et al (2020) which states that forming children's independence through the use of parenting patterns, providing examples and accompanying children in carrying out activities that children can do independently, as well as getting children used to doing simple daily activities to meet their own needs. Alone. The existence of a relationship between the two variables of parenting patterns and children's independence can be used as a strategy in preparing parenting patterns and children's independence.

Correlation between social interaction and children's independence, parenting style as a controlling variable (controlled). The results of the partial correlation analysis between social interaction and children's independence by controlling parental parenting patterns showed that the correlation value was $R = 0.030$ with $p\text{-value} = 0.068 > 0.05$, which was not significant, so H_a was rejected and H_0 was accepted. The conclusion is that there is no relationship between parental social interaction and the independence of preschool-aged children at Harapan Bunda Kindergarten.

The results of this research are in line with Sahrip (2017) who stated that excessive attention or excessive care actually makes children feel comfortable with the world created by their parents, as a result it is difficult for children to become independent because of excessive communication or interaction. Excessive interaction between parents and children will have a negative effect, when parents are not at home or at school children feel insecure and afraid. Therefore, parents should be aware that parental attitudes that are too protective or directing

their children's behavior make children feel hesitant to take the initiative. If parents always get used to interacting with all children's conditions or help with all children's activities at home, such as eating, bathing, drinking milk, all involving parents, even parents who are more active in the child's activities, then it is natural that in the end the child is very dependent on parents and less able to be independent.

The correlation between parenting patterns and social interaction has a moderate relationship with the independence of preschool-aged children at Harapan Bunda Kindergarten. This is supported by research by Parinduri (2017) which states that from the variables of parenting patterns and social interactions, the greatest effective contribution is made by the variables of parenting patterns on children's independence. Because parents' parenting styles greatly determine a child's independence, because parents are the first and main people who shape a child's character and personality.

The research results are in line with Utami (2017) which states that in the family, parents play a role in caring for, guiding and directing children to become independent. Childhood is an important period in the process of developing independence, so understanding and opportunities are important in the process of developing independence, so the understanding and opportunities that parents give their children to increase independence are very large. Parents should be friends with their children, not impose their will on their children and give punishments without knowing the reason for each punishment given.

CONCLUSION

1. Frequency distribution of parental parenting patterns at Harapan Bunda Kindergarten, 1 person (1.7%) has a permissive parenting pattern and 57 people (98.3%) has a democratic parenting pattern.
2. Frequency distribution of social interaction at Harapan Bunda Kindergarten, 2 people (3.4%) had poor social interaction and 56 people (96.6%) had good social interaction.
3. Frequency distribution of independence of preschool age children at Harapan Bunda Kindergarten, 2 people (3.4%) had low independence and 56 people (96.6%) had high independence.
4. There is a relationship between parenting styles and the independence of preschool-aged children at Harapan Bunda Kindergarten.
5. There is no relationship between social interaction and the independence of preschool children at Harapan Bunda Kindergarten.
6. There is a moderate relationship between parenting styles and social interactions with the independence of preschool-aged children at Harapan Bunda Kindergarten.

REFERENCES

- Alvita, G. W., & Angghitiya, R. (2021). *The Relationship between Parenting Styles and the Independence of Preschool Children at the Muslimat Maslichah Jati Kulon Kindergarten*. Journal of the Nursing Profession (Jpk), 8(1).
- Ayu, N. P., & Haenilah, E. (2018). *The Relationship between Parenting Styles and the Independence of Children Aged 5-6 Years*. Journal of Children's Education, 4(2).
- Dewi, R. C., Oktiwati, A., & Saputri, L. D. (2015). *Theories and Concepts of Growth and Development for Babies, Toddlers, Children and Adolescents*.
- Ismiriyam, F. V., Trisnasari, A., & Kartikasari, D. E. (2017). *Description of Social Development and Independence in Preschool Children Aged 4-6 Years at Al-Islah*

- Kindergarten Ungaran Barat*. In Proceedings of National & International Seminars (Vol. 1, No. 1).
- Kasongat, J., Mardiyanti, R., & Kusnadi, S. K. (2020). *The Relationship between Parenting Patterns and Social Interaction in Early Childhood at Griya Benowo Indah 1 Surabaya*. PSIKOWIPA (Wijaya Putra Psychology), 1(1), 15-25.
- Mayasari, D., Istirahayu, I., & Mawarni, K. (2020). *The Relationship between Parenting Patterns and the Independence of Early Childhood in the Pembina East Singkawang State Kindergarten*. Journal of Educational Review and Research, 3(2), 111-115.
- Mulyasa, (2012), *Classroom Action Research Practice*, Bandung. PT. Teen Rosdakarya.
- Muscari, M.E. (2015). *Pediatric Nursing Study Guide*, Jakarta, EGC.
- Parinduri, H. W. (2017). *The Relationship between Parenting Styles and Social Interactions on the Independence of Muslim Children in Silalas Village, Environment VII, West Medan District, Medan City*. EDU-RILIGIA: Journal of Islamic and Religious Education, 1(4).
- Sahrip, S. (2017). *The Influence of Interaction in the Family and Children's Self-Confidence on Children's Independence*. Golden Age Journal, 1(01), 33-47.
- Suana, S., & Firdaus, F. (2014). *Parenting Patterns Will Improve the Social Adaptation of Preschool Children at Ra Muslimat Nu 202 Assa'Adah Sukowati Bungah Gresik*. Journal of Health Sciences, 7(2).
- Suryono, Y. (2013). *Fading National Independence: Is there a Role for Education and Educational Sciences*. Yogyakarta: Ash-Shaff.
- Tridonanto, A. (2014). *Developing a Democratic Parenting Style*. Elex Media Komputindo.
- UNICEF, D. (2019). *Infant and young child feeding via <https://data.unicef.org/topic/nutrition/infant-and-youngchild-feeding>*. accessed 7/20.
- Utami, K. (2017, December). *The Relationship between Parenting Patterns and the Independence of Pre-School Age Children in the Pembina State Kindergarten, West Lombok 2017*. In Proceedings of the Unissula National Psychology Seminar.
- Wiyani, N.A. (2014). *Building Early Childhood Character: a Guide for Parents and Teachers in Forming Independence and Discipline in Early Childhood*. Yogyakarta: Ar-Ruzz Media.