

The Relationship between Parenting Style and Social-Emotional Development of Early Childhood at RA Al-Maunah Gebang Anom Semarang

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Abstract

The main problem of early childhood learning is social-emotional development. This learning becomes the basis for other intelligence. The purpose of this study was to determine the relationship between parenting parents with emotional social development in early childhood. The researcher's approach is quantitative using a cross sectional approach, which is observation in one time. Data collection uses parenting questionnaire and KMME. The data obtained can be important for normality and reliability testing. Normality test is done to find out whether the data used in the study has a normal distribution and the results of the reliability test for all research variables have a Cronbach alpha value of > 0.60 so that it can be said that the instruments in this study are reliable and feasible to use. The results of this study indicate the relationship of parenting parents with social emotional development in early childhood, the chi square results show that the value of the Chi-Square Test symptom is $P = 0.015$ <from the critical value of 0.05 or 5%, then H_0 is rejected and H_a accepted, This shows that there is a significant relationship between parenting parents with the child's emotional social development. The conclusion is that there is a relationship between parenting (X) and social emotional development (Y) of early childhood. So the better parenting parents will affect the emotional social development of early childhood.

Keywords: Parenting; Social emotional development; Early Childhood

INTRODUCTION

Early age is called the golden age, a period when children are sensitive in receiving education. Early childhood is called preschool children, who have responsiveness in their development, and there is maturation of physical and psychological functions that can easily respond to stimuli from their environment. This period is the most appropriate time to provide the first and foremost basis in developing various potentials and abilities in physical, cognitive, language, artistic, social-emotional, spiritual, self-concept, and independence (Mulyasa, 2012). Parenting is the way parents give love and care that has a big influence on children so that they can see themselves and adapt to the environment (Muhammad, 2013). According to Septriari (2012), three forms of parenting consist of:

democratic parenting, permissive parenting and authoritative parenting. The three parenting styles have a major influence on the social-emotional development of children. Therefore, parents should be right in choosing and implementing parenting styles for their children.

Children's social-emotional needs to be developed so that there is awareness instilling in them that children are successors, creators, evaluators, future investments that need to be maximally prepared, both from the aspect of emotional development and social skills, then emotional development needs to be developed from an early age because children have a gold social emotional development according to the stage of development (Suryani, 2017). Based on data from the United For Children (UNICEF) 2014 annual report on the growth and development of children in Indonesia, as many as 1 out of 3 children under five are stunted in their growth and development. It can be interpreted that 40% of children under five in rural areas are stunted in their growth and development. Evidence Based Medicine (EBM) which is carried out by health workers to overcome the problem of child development is to carry out a joint movement with UNICEF, the Indonesian government cooperates in improving early childhood development, one form of cooperation is to provide early stimulation of early childhood development through approaches and parenting parents (Unicef, 2014).

The emotional mental problems of preschoolers that occur in RA Tarbuyatul Athfal 37 Genuk Sari, Genuk District, Semarang City, are caused by several factors. One of them is the increasingly high economic demands causing many shifts in the role of parents and preferring to be workers. Parenting in these conditions causes obstacles to parent-child relationships, especially communication, emotional closeness and time together. The environment also plays a role in influencing the emotional development of children if there is frequent continuous tension, tight schedules, authoritarian treatment and too many disturbing experiences which can make children more easily disagree, get angry easily and become more cowardly.

The impact that can occur in children is that children become insecure, characterless, less skilled, more aggressive, more angry, less respectful, polite and lonely. As a result of this impact it hampers the child's mental emotional development (Results of a preliminary study at RA Tarbiyatul Athfal 37 Genuk Sari, Genuk District, Semarang City, 2019).

METHOD

This research was conducted at RA Al-Maunah Gebang Anom, Genuk District, Semarang City. The population in this study were all children (students) in RA Al-Maunah Gebang Anom, Genuk District, Semarang City, totaling 40 children and all the parents of children in RA Al-Maunah Gebang Anom, Genuk District, Semarang City.

The sampling technique of this study was to use total sampling with 40 students. Type and research design is analytic with quantitative using a cross sectional approach. In this study the researchers used a questionnaire measuring instrument which had been tested for validity with the results of all questions being valid and reliable for assessing parenting and KMME for assessing social emotionality in early childhood at RA Al-Maunah.

RESULTS AND DISCUSSION

Results

Parenting Style

After conducting research by distributing questionnaires to 40 respondents, it can be distributed as follows:

Table 1. Parenting Style

Parenting Style	Total	Percentage
Democratic	30	75%
Authoritarian	8	20%
Permissive	2	5%
Total	40	100%

Table 1 shows that the descriptive results of univariate democratic parenting patterns are 30 respondents or 75%, 8 respondents or 20% authoritarian parenting, 2 respondents or 5% permissive parenting styles.

Social-Emotional Development

Table 2. Children's Social-Emotional Development

Development	Total	Percentage
Light	36	90 %
Heavy	4	10 %
Total	40	100%

Table 2 shows that there are 36 respondents or 90% of mild social emotional univariate descriptives, 4 or 10% of heavy social emotionalists.

The Relationship between Parenting Style and Children's Socio-Emotional Development

Table 3. The Relationship between Parenting Style and Children's Socio-Emotional Development

			Crosstabulation			<i>P Value</i>
			Social Emotial Dev.		Total	
		Light	Heavy			
Parenting	Democratic	Count	30	0	30	0,015
		% of Total	75,0%	0,0%	75,0%	
	Othoritarian	Count	6	2	8	
		% of Total	15,0%	5,0%	20,0%	
Permissive	Count	2	0	2		
	% of Total	5,0%	0,0%	5,0%		
Total	Count	38	2	40		
	% of Total	95,0%	5,0%	100,0%		

Based on table 3, it can be seen that democratic parenting with mild social emotionality is 30 respondents (75.0%) and heavy social emotional is 0 respondents (0.0%). For authoritarian parenting with mild social emotional 6 respondents (15.0%),

heavy social emotional 2 respondents (5.0%). For permissive parenting with mild social emotional 2 respondents (5.0%), heavy social emotional 0 respondents (0.0%).

The chi square results above show that the symsig Chi-Square Test value is $P = 0.015 <$ of a critical value of 0.05 or 5%, then H_0 is rejected and H_a is accepted. This shows that there is a significant relationship between parenting style and children's social emotional development.

Discussion

Parenting Style

Parenting is the way parents nurture their children by looking after, caring for, and educating both body and soul from birth to adulthood. From the way parents treat it will reflect its own characteristics that influence the child's attitude patterns in the future. The parenting style adopted by each family is different from other families. This pattern of behavior can be felt by children in both positive and negative terms. In addition, parenting is a pattern of attitude or treatment of parents towards children, each of which has its own influence on children's behavior, including on children's emotional, social and intellectual competencies (Yusuf, 2011).

Based on the results of research conducted on 40 respondents at RA Al-Maunah Gebang Anom, Genuk District, Semarang City, it was found that out of 40 respondents, 30 people (75%) had democratic parenting styles, while 8 people (20%) had authority parenting styles. and primitive 2 people (5%).

Democratic parenting is a parenting style for children that encourages children to be independent but still applies limits and controls over their actions. Parents display a warm and affectionate attitude towards children. Parents show pleasure and support in response to the child's constructive behavior. Children who have democratic parents are often cheerful, self-controlled, independent, friendly with peers, able to work together and able to cope with stress (Santrock, 2014). The parenting style most widely applied by parents of children in RA Al-Maunah Gebang Anom, Genuk District, Semarang City is democratic parenting, namely as many as 30 people (75%).

When viewed from the characteristics of parents' upbringing based on parents' education, namely junior high school 7 people (27.97%), high school 15 people (41.95%) and tertiary education 18 people (30.06%). Mansyur (2013) said that the educational background of parents is very influential, because the level of education is a barometer of the ability to think and act, parents as people who provide care for their children.

For parents who are highly educated in providing care for their children it is much different, they not only provide knowledge but also give full attention. This is in line with Niniek's research (2016), which says that parents with a high level of education and discipline will produce good parenting styles and tend to adopt more democratic parenting styles compared to parents with low education.

From the results of this study also obtained authoritarian parenting patterns, namely as many as 8 people (20%). Authoritarian parenting is a restrictive and punitive style, urging children to follow their directions and respect their work and efforts. Authoritarian parents impose strict boundaries and controls on children and minimize verbal debate, often spank children, impose rigid rules without explaining them. Children of

authoritarian parents are often unhappy, scared, insecure, unable to initiate activities and have weak communication skills (Santrock, 2014).

This is in line with research conducted by Suryani (2017), which states that children with authoritarian parenting styles who are socially and emotionally unstable are characterized by children who are intolerant, easily offended, and easily angry. Not a few children also have a lack of respect for parents, teachers and other people. There are also children who are very naughty and always want to win alone when they are at school.

From the results of this study also obtained permissive parenting, namely as many as 2 people (5%). According to Santrock (2014), permissive parenting consists of two things, namely parenting that ignores and parenting that obeys. Ignoring parenting is a type of parenting that is not involved in the child's life. Children whose parents use neglect parenting develop a feeling that other aspects of their parents' lives are more important than theirs. Children tend to have no social skills, poor self-control and are not independent. In their teens they may show truancy and mischievous behavior.

This is in line with research conducted by Diah (2016) which states that children with permissive parenting tend to be spoiled, selfish, lack self-confidence and lack parental control. because parents often give freedom or pamper children, this will affect the emotional development of children.

Social Emotional Development

Social emotional development of preschoolers is feeling happy, angry, afraid, jealous, curious, jealous, happy, sad and affection. The results of a study conducted on 40 children at RA Al-Maunah Gebanganom, Genuk District, Semarang City showed that the most children's emotional development was mild social emotional development, there were 30 respondents or 90% and for severe social emotional development, there were 4 or 10%.

Data that supports the social emotional development of preschoolers is the work of parents where the work of parents of preschoolers is the work of parents of preschoolers in RA Al-Maunah Gebanganom, Genuk District, Semarang City. For the work of IRT mothers, 32 respondents (80%), private sector 6 respondents (15%), self-employed 5 respondents (5%). For father's work, namely civil servants 20 respondents (50%), private 12 respondents (30%), self-employed 8 respondents (20%).

Parents who work or both work can result in limited interaction between parents and children, and unable to control their children, so that children are left to play unsupervised and finally children are free to do and imitate anything without knowing right or wrong even in that family. implementing democratic parenting. Preschoolers are social beings who can interact not only with their parents or family but with other people, both adults and their peers, by imitating, sharing and being good friends.

They also learn attitudes, values, personal potential and some habits by example, including how to recognize and deal with their social emotions. This is in line with research conducted by Anggraini (2018), which says that preschool children train their sensitivity to social emotional stimuli in their parenting environment because the best parenting is children who are directly cared for by their mother and father.

Based on the results of the study, out of 45 pregnant women respondents (84.4%) were in the low risk age category (20-35 years) and (15.6%) were in the high risk age

category (<20 years or >35 years). In this study, the average age of respondents was 20-35 years.

The results of this study are in line with Tri Budi Rahayu's research (2017) that out of 48 pregnant women in the Borobudur Magelang Health Center area, the majority of respondents were aged 20-25 years, namely 38 respondents (79%). According to Hurlock (2014), the more mature, the level of maturity and strength of a person will be more mature in thinking and working. The older a person is, the more developed the comprehension and mindset so that the knowledge obtained is getting better. The more mature, the level of maturity and strength of a person is more mature in thinking and taking action.

CONCLUSION

The parenting style of the majority is in the democratic category with a total of 30 respondents (75%). The majority of children in RA Al-Maunah Gebang Anom, Genuk District, Semarang City, are in the mild category, namely 36 respondents (90%). The results of the chi square study show that the symsig value is $0.015 <$ the critical value is 0.05 or 5%. This shows that there is a significant relationship between parenting style and social-emotional development of early childhood.

For the Unissula Midwifery Education Institute, the results of this study can be used as a reference in improving effective learning methods to improve the competence of midwifery students so that midwifery student graduates can be prepared to face future challenges. Future researchers can further refine the results of this study by adding other variables that have not been disclosed in this study such as mental status and feelings, physical and spiritual state of the child, environmental conditions, learning motivation and looking for how big the correlation is between the independent variables and the dependent variable. The hope is that this research can be a source of insight and knowledge for parents in parenting and to shape children's character and to know the impact of parenting styles that have been applied to children which can affect children's social-emotionality.

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