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The Influence Of Parenting Pattern On The Development Of Social Personality In Preschool Children In Dharma Kindergarten Wosita Tosaren Ii, Kediri City

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ABSTRACT: *Aspects of children's development during preschool are important aspects that need to be optimized, especially social personal. More than 25% of children experience developmental delays such as lack of independence of children, unable to communicate smoothly so that children tend to be passive and unable to develop their abilities. Many factors influence children's development, one of which was fundamental was parenting. Parenting patterns greatly determine the social activities of children when children begin to grow and develop.*

This study aims to determine the relationship of parenting parents with social personal development in preschool children. This type of research uses observational with cross sectional approach using 67 respondents. The study was conducted from January 22 to February 24, 2020 using a questionnaire. Data analysis was used the Coefficient Contingency Test with $\alpha = 0.05$. Statistical test results obtained sig. 0.013 which can be concluded H_0 was rejected, which means there was an influence between Parenting Parents Against Social Personal Development in Preschoolers in TK Dharma Wanita Tosaren II Kediri City and the value of Counseling Contingency = 0.338.

Parenting style can have a big influence on children's development, especially social personal development. Parents are the environment when children first interact to develop children's abilities according to their developmental age. Stimulation must be given routinely and continuously with affection, so that the child's development will run optimally.

Keywords: *Parenting Parenting, Social Personal Development*

BACKGROUND

The number of disorder in children was a phenomenon in day-to-day life, including children experiencing a lack of socializing with the environment, lack of initiative, lack of independence, a lot of silence and children feeling afraid if they are not waited on by their parents, this indicates that the child has personal social problems, if the disturbance lasts continuously it will have a negative impact on the development of the child's personality, what was dangerous at this stage was the disturbance of energy that encourages children to be active (in order to fulfill their wishes), because they experience obstacles or failures so that they can aggravate the child's guilt (Septiari, 2012).

The condition of the children in TK Dharma Wanita Tosaren II was still awaited by their parents, they were still unable to wear their own clothes, lack interaction with their environment, were still afraid to go to the toilet alone.

According to WHO in 2016, 8.1% of children under five years had developmental disorders, and 1.92% of school-age children had mental retardation (Swaswono, 2014). According to the Indonesian Ministry of Health, 2013 that 16% of Indonesian toddlers experience disorders of psychosocial development, both fine and gross motor development, social independence, lack of intelligence and tardiness. According to the East Java Provincial Minimum Service Standards, the coverage rate for early detection of growth and development of children under five and preschool at the East Java level in 2015 was 53.44%. This coverage figure was lower than the target for early detection of growth and development of children under five and preschool in East Java Province in 2014, which was 65% (East Java Health Office, 2015). Meanwhile, the data coverage of the Kediri City Health Office in 2016 reached 5.56%. The coverage of early detection of growth and development of children under five and preschool for the Puskesmas Pesantren in 2016 reached 6.3%. (Kediri City Health Office, 2015).

The results of a preliminary study conducted at TK Dharma Wanita Tosaren II, Kediri. The results of interviews with 5 parents who have preschool children, 3 parents said they were not independent, could not wear their own clothes, could not finish a job, always cried, and felt afraid if their parents did not accompany them. 2 parents said that they started to be independent, learned to wear their own clothes, could finish a job even though they had a little family help, and felt they were not afraid if their parents did not accompany them. This can hamper child's personal social development.

One of the factors that affect the child's personal social is the parenting style of parents and what must be improved at this time is the way to educate children, especially in improving children's social behavior, so that children can grow and develop according to their developmental stages, especially children's personal social development. Parenting styles consist of 3 types, namely authoritarian, permissive and democratic parenting (Septiari, 2012).

At the age of 3-6 years, or what is more commonly referred to as preschool children, children learn the basics of social personal development in preparation for entering a higher social life which is necessary for adjustment when they enter school (Hurlock, 2012). The preschool period is also a very sensitive period to the environment and this period lasts very short and cannot be repeated, therefore the preschool period is called the golden period, the window of opportunity and the critical period. MOH RI, 2013).

Children who have good social personal development will be able to relate well in society and can learn to meet their own needs. Meanwhile, children who have problems with children's personal social development will have less learning achievement, like to fight, like to be angry, like to challenge, fight, and cry easily (Maulana, 2011). Children also do not have the readiness to move to a high level, namely the elementary school level. The personal social development of a child is influenced by several factors, one of which is the factor of parents in caring for their children. The interaction of parents and children in caring for and providing stimulation to children affects social development (Soetjningsih, 2014; Magzumova et al., 2020; Mansour & Abu-Arqoub, 2020; Nguyen et al., 2020; Nurpeisova et al., 2020). The purpose of this study is to analyze "influence of parenting towards social personal development in preschool children."

SEARCH METHODS

The research design used an observational research design, cross-sectional approach. The number of samples was 67 respondents using simple random sampling technique and

coefficient contingency correlation statistical test. The independent variable is parenting style and the dependent variable is social personal development. This research was conducted at TK Dharma Wanita Tosaren II, Kediri City.

RESULTS

Characteristics of respondents

Table 1. Characteristics of parent respondents include age, education level, and occupation

Karakteristik	ΣN	Σ %
Age (years)		
< 20 years	7	11
20- 35 years	25	37
>35 years	35	53
Education Level		
SD	10	15
SMP	20	30
SMA	30	45
PT/ Diploma	7	10
Occupation		
IRT	17	23
Swasta	25	34
Wiraswasta	24	33
Pegawai Negri	7	10

Based on table 1. It is known that the age characteristics of the majority of respondents aged > 35 years are 35 respondents (52%) of the total respondents. The characteristics of education level are almost half of the respondents with high school education as many as 30 respondents (45%) of the total respondents. Job characteristics almost half of the respondents work as a private sector as many as 25 respondents (34%) of the total respondents.

Table 2. Characteristics of child respondents include age and gender

Characteristics	ΣN	Σ %
Age (years old)		
3 years old	3	4
4 years old	9	13
5 years old	35	50
6 years old	23	33
Gender		
Female	31	46
Male	36	54

Based on table 2. It is known that the half age characteristics of the 5 year old respondents are 35 respondents (50%) of the total respondents. Most of the gender characteristics of the male respondents were 36 respondents (54%) of the total respondents.

Variables Characteristics

Table 3. Characteristics of variables based on parenting styles at TK Dharma Wanita Tosaren II Kediri City

Karakteristik	ΣN	Σ %
Otoriter	23	34
Demokrasi	3	4
Permisif	41	61

uninvolved	0	0
Good	63	95
Bad	4	5

4 Based on table 3. It is known that the characteristics of the variable parenting styles of the parents are mostly Permissive, as many as 41 respondents (61%) of the total respondents. Characteristics of social personal development variables are almost all of the children's personal social development, namely Good as many as 63 respondents (95%) of the total respondents.

Table 4. Statistical test results The effect of parenting style on social personal development in preschool children at TK Dharma Wanita Tosaren II, Kediri.

		Value	Approx. Sig.
Nominal by Nominal	Phi	0,359	0,013
	Cramer's V	0,359	0,013
Nominal	Contingency Coefficient	0,338	0,013
N of Valid Cases		67	

3 Based on the table above, the sig value is obtained. = 0.013. Because the sig. = 0.013 < 0.05 then H0 is rejected and H1 is accepted, which means that there is an influence between Parenting Patterns on Social Personal Development in Preschool Children at TK Dharma Wanita Tosaren II, Kediri City and the value of the Coefficient Contingency Coefficient is 0.338 which means that Parenting Patterns affect the Good Social Personal Development in Preschool Children.

DISCUSSION

Parenting Patterns at TK Dharma Wanita Tosaren II, Kediri City

The results showed that most of the parenting styles at TK Dharma Wanita Tosaren II were adopted by parents. Parenting was Permissive as much as 61% with a total of 41 respondents from the total of all respondents.

Parenting patterns are one of the factors that greatly influence how the future of their children will be (Ananda, 2011). Permissive parenting is a fully permissive or permissive parent. This parenting pattern uses a very responsive approach (willing to listen) but tends to be too loose Santrock (2013).

The results of cross tabulation between age and parenting style at TK Dharma Wanita Tosaren II were found that most of the respondents aged > 35 years were 52.2% with a total of 35 respondents and permissive parenting Vulnerability of parents' age greatly determines parenting patterns. If the parents are too young or old, they may not be able to carry out this role optimally because it requires physical and psychological strength. Young parents are more likely to apply democratic and permissive parenting to their children because they are more open and able to communicate well. Meanwhile, older couples are more likely to apply authoritarian parenting to their children because they feel more experienced in providing care for their children (Kozier et al, 2010). This is supported by research by Anitasari (2013), which states that parental age is closely related to a person's level of maturity, which means technical maturity in the sense of task performance skills and

psychological maturity, parents aged 37-40 years are the final adult level with more experience in taking care of child.

The results of cross tabulation of parenting styles with the latest education at TK Dharma Wanita Tosaren II were found that almost half of the respondents with the latest education were high school (SMA) as many as 43.3% with 29 respondents and permissive parenting patterns as many as 28.4% with 19 respondents. The level of education is related to someone receiving information that affects parents in implementing parenting. According to the Ministry of Education and Culture (2015), the levels of education are divided into 4, namely early childhood education, basic education, secondary education, and higher education. SLTA education is included in the category of secondary education. The length of education for more than 9 years is included in the good category, meaning that the respondent has passed the basic education set by the government, namely basic education which includes SD and SMP. The results of this study support the theory of Brooks (2008) which states that the educational background of parents has an important role in the implementation of parenting that is applied by parents. Anggreni's research (2013) states that the higher the level of education of the parents, the easier it is to receive information so that the knowledge of the parents is wider, on the other hand, if the parental education is lacking, it will hamper the information obtained, and rarely get information related to child development. Also supported by Anitasari's research (2013), that the higher a person's education level, the higher the mother's level of knowledge on how to provide good parenting.

The results of cross tabulation of parenting styles with jobs at TK Dharma Wanita Tosaren II obtained that almost half of the private respondents were 32.8% with a total of 22 respondents and permissive parenting patterns of 23.9% with a total of 16 respondents. According to Hurlock (2012), the mother's main responsibility is to take care or educate children and do household chores. Housewives have more time and opportunity to take care of their household, including caring for and caring for their children. Nooshin (2012) states that mothers have an important role in developing children's social behavior. Research that supports Anisa (2012), which states that the status of work or not will affect the mother's parenting style. they mostly experience dissatisfaction in parenting.

Based on the description above, the researcher argues that the permissive parenting style applied by parents in this study is as much as 61% with a total of 41 respondents. Permissive parenting can be defined by parents who allow or like to allow. Parents who apply permissive parenting means that the control aspect is lower than the warmth aspect. This means that in this study parents tended to have lower control than warmth in caring for their children. This result can also be seen from the characteristics of parents who are mostly private jobs, namely 34% who tend to be busier in their work, parents prioritize their own interests more than the interests of the children so that children are left to develop alone and are not noticed or people are too liberating the children. This parenting style uses a very responsive (willing to listen) approach but tends to be too loose. Parents are weak in disciplining children and do not give punishment and do not pay attention in training independence and self-confidence. Sometimes children feel anxious about doing something wrong or right. But because parents ignore them, they do whatever they feel is right and pleasing to them, while parents tend to ignore children's behavior, but do not punish children's actions, even though the child's behavior and actions are bad.

Social Personal Development in TK Dharma Wanita Tosaren II, Kediri City

The results showed that the social personal development in TK Dharma Wanita Tosaren II found that almost all of the children's personal social development was Good as much as 95% with a total of 63 respondents from the total of all respondents.

This can be seen from the results of interviews with parents that there is independent behavior at home, such as when children are able to dress themselves without assistance, brush their teeth without parental assistance, and take their own food without parental assistance. Preschool children will experience very fast development, one of which is social personal (Hurlock, 2012).

Development is influenced by genetic and environmental factors. Environmental factors are one of the determinants of development including the caregiver environment, where the interaction of parents and children is very important in the child's development because it will create warmth or intimacy. Children will be more open so that all problems can be solved together and children's development becomes optimal (Soetjningsih, 2013).

Social personal development is the development of children to interact and socialize with their environment. At first, children only know their parents, especially their mothers, who are closest to the same person at home. As they get older, children need to be developed in a wider way of association. Children need to be friends and be taught rules, discipline, and courtesy (Soetjningsih, 2013). Children in the development process cannot be separated from family support, which can be seen from the patterns of childcare at home. Children are given directions on how children should get along, and choose playmates so that they are able to face all forms of situations in their social interaction activities (Hurlock, 2012). Social personal development is influenced by several factors, including stimulation, parenting styles, environment, nutrition, the position of children in the family, health status, and peers (Soetjningsih, 2013).

The results of cross tabulation of social personal development with children's age in TK Dharma Wanita Tosaren II, a small proportion of parent respondents with children aged 5 years were 43.3% with a total of 29 respondents who experienced good children's personal social development as much as 40.3% with 27 respondents. Preschool children are children aged 3-6 years with the ability to speak, language, creativity, social behavior, emotional, and intelligence running very fast and is a period of growth for children (Santrock, 2013). The results of this study are in accordance with the opinion of Hurlock (2012), that the increasing age and maturity level, the more mature one's strength in thinking and working will be. So it is expected that at the age of 6 years in preschool children, at that age the child has reached the maximum maturity to think and carry out activities compared to the age under him. This is also supported by previous research, namely Ismiriyam (2016), which states that age is one of the factors that can describe a person's maturity, both physically, psychologically and socially, thus helping someone in their knowledge. The more old enough, the maturity level and strength of a person will be more mature in thinking and working.

The results of cross tabulation of social personal development with the gender of the child in TK Dharma Wanita Tosaren II, a small proportion of the sex of the boy, was 32.8% with a total of 37 respondents who experienced good children's personal social development as much as 53.7% with a total of 36 respondents. This is not in accordance with Anitasari (2016) Girls are usually easier to understand, easier to manage, because they are responsive and language sensitive. Whereas boys prefer exploration, experimentation, and outdoor activities to be more regulated. In this study, children who have good social personal development are mostly male. And it is not in line with Putri's research (2012), which states that girls of preschool age will tend to have a faster development process and reach maturity than boys.

Late social personal development needs to find the right solution by looking for the factors that cause it. For this reason, development monitoring needs to be done from an early age in order to immediately recognize child development disorders so that social personal development takes place optimally according to the child's age (Susanto, 2011). Parents include environmental factors that affect children's development, namely the family

environment because this is where parents make the first interactions with children to develop children's abilities according to their developmental age. Stimulation must be given regularly and continuously with love, so that the child's development will run optimally. Lack of stimulation from parents can cause delays in children's development and unable to adjust to peers (Soetjningsih, 2013).

The Influence of Parenting Patterns with Social Personal Development in Tk Dharma Wanita Tosaren II Kediri City

The results of research conducted on January 22, 2020 to February 24, 2020, obtained data analysis using the Coefficient Contingency Correlation³ Coefficient test, which is a significance value or p value of 0.013. Because the sig. = 0.013 < 0.05, then H₀ is rejected and H₁ is accepted, which means that there is an influence between Parenting Patterns on Social Personal Development in Preschool Children at TK Dharma Wanita Tosaren II, Kediri City and the value of the Phi Coefficient = 0.338 which means that Parenting Patterns affect Development Good Social Personal in Preschool Children.

It can also be interpreted that the parenting patterns applied by parents¹³ have a major effect on children's development, especially social personal development. ¹⁴ results of this study are in accordance with the results of Mariani's (2014) research that there is a significant relationship between parenting styles and children's growth and development, with a p value of 0.002 < 0.05. Another conclusion shows that most parents apply permissive parenting so that the social personal development of children is in the normal category. Another supportive study is research by Aziz (2014), which states that the permissive parenting styles applied by parents to children will have a good effect on the personal social (emotional intelligence) of preschoolers. On the other hand, the authoritarian parenting style chosen for preschoolers will have a negative effect on the personal social development of preschoolers. This is in accordance with the theory of Santrock (2013), that children of parents who apply permissive parenting will be independent, uncontrolled, uncontrolled, spoiled, anxious children who are done right or not, have a positive relationship with their peers, and are confident.

This study is in line with Yani's (2012) study, which states that parenting styles with social, motoric and language personal development of preschool children are categorized as normal with a percentage of 54.5%. This study concludes that permissive parenting is a good parenting style, because permissive parents apply independent children in doing things. This is in accordance with Pratiwi's (2013) research that permissive parenting is a parent who allows children to do anything. Parents have warmth and accept what it is. Warmth, tends to indulge, indulged in his desire. Meanwhile, accepting what is will tend to give freedom to children to do anything. This parenting style can cause children to be aggressive, disobedient to their parents, pretentious, less able to control themselves and less intense in attending school lessons. This is in accordance with the opinion of Soetjningsih (2013), Permissive parenting or pampering usually provides very loose supervision. Give his² child the opportunity to do something without sufficient supervision from him. They tend not to reprimand or warn children when they are in danger, and very little guidance is given by them. However, this type of parent is usually warm, so they are often liked by children. Previous research supports Zuanita (2016). There are parents who view that children are something that is very coveted by the family because they are considered to be a lineage connector for future generations with all beautiful images, so parents behave and treat children in an excessive way. The activities and interactions of children are very limited, many restrictions are sometimes unclear. On the other hand, parents try their best to fulfill all the requests of the child without seeing and considering whether the request is still within reasonable limits. Such a protective attitude can cause children to tend to be spoiled, less

creative and have a low level of independence, and in the end make their emotional status less stable.

The results of the closeness of the influence of parenting styles with social personal development in TK Dharma Wanita Tosaren II obtained a correlation coefficient value of 0.013 so that the closeness of the influence is strong. This is supported by the theory that parents have an important role in the personal social development of children. This is not in accordance with the opinion of Soetjningsih (2013), that parents who apply permissive parenting, children when they are older will tend to be less responsible, have bad emotional and social control, and have a negative impact on children's behavior, because parents give freedom and spoiling the child, the child will behave spoiled and feel used to luxurious life, and in the absence of parental control, the child will act as he pleases with his freedom and take negative actions. Meanwhile, in this research, at TK Dharma Wanita Tosaren II, most of the parents applied permissive parenting but social personal development was good. Because, children do everything independently or independently even though parents spoil their children a little.

CONCLUSION

1. Parenting style in TK Dharma Wanita Tosaren II is mostly permissive parenting, which is 61% with 41 respondents.
2. The majority of social personal development in TK Dharma Wanita Tosaren II is good, namely 95% with a total of 63 respondents.
3. There is a significant influence between parenting styles and social personal development at TK Dharma Wanita Tosaren II, this can be seen with a p-value of 0.013 and a coefficient of contingency coefficient = 0.338.

SUGGESTION

In this study, it is suggested that further researchers develop this research by examining other factors such as stimulus, nutrition, and independence.

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