PARENTING AND SOCIAL DEVELOPMENT ON EARLY CHILDHOOD EMOTIONS

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ABSTRACT

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Background: Parenting patterns carried out by parents have several real impacts on every aspect of child development, one of which is social and emotional development.

Aim: The purpose of this study is to see how closely the relationship between parenting and social development is on the emotional aspects of early childhood.

Method: The methodology used in this research is quantitative with a correlational design, 42 respondents are in Kebarepan Plumbon Village, Cirebon Regency.

Findings: The influence of parenting applied can make children easy to work with their friends, willing to share with friends, being able to help friends, being honest, giving permission when children want to go to the toilet and being able to care for their friends. The correlation coefficient figure obtained is equal to indicating that all variables have a high relationship. Where the research results Ho is rejected and Ha is accepted in other words that there is a significant positive relationship between parenting and social development on emotional early childhood in Kebarepan Plumbon Village, Cirebon Regency.

KEYWORDS parenting, social development, emotional, early childhood

INTRODUCTION

The first social environment a child encounters at birth is the family or the child's meeting with his father and mother and their immediate environment. As a major determining factor for children, families certainly have more time with children than other people (Lamb et al., 2017). In addition, family is also one of the factors that can determine the behavior of children (Turney & Goodsell, 2018). Therefore, when parents want their children to have good behavior, it is fitting for parents to set a good example as well. As stated by Dhiu (2019) where the influence of the family in the formation and social emotional development of early childhood is very important. Parents have a role to apply parenting to optimize the growth and development of their children (Franck & O’Brien, 2019). Parenting patterns that will be chosen by parents can certainly develop all aspects of children’s development, including social emotional development (Hajal & Paley, 2020).

Parenting has three patterns, namely authoritarian parenting (Parents educate children by applying strict rules, children do not get the opportunity to express opinions and children must comply with all the rules made by parents. In addition, parents also have an orientation towards punishment both physically and verbally), permissive parenting (Parents tend to give freedom to children without any restrictions and rules), and democratic parenting (Children are given the opportunity to have an opinion and give reasons why the child violates the rules before the punishment is given, as well as give praise or gifts when the child does something good) (Hurlock, 1999).
The social emotional development of children, which is closely related to the pattern of parenting provided by their parents, is one of the determining factors for the success of children in the future. In line with what Asri et al. (2018) said for early childhood, the combination of parenting and education can be one of the determining factors for children in their education level. Meanwhile, Havighurst et al. (2004) stated that if parents support and facilitate children's emotional experiences, it is the same as training children to manage their feelings so that children can develop skills in understanding and regulating their emotions.

In their research, Husna & Suryana (2021) wrote that there are several problem factors in aspects of early childhood social emotional development, namely violence perpetrated by parents, children get a feeling of rejection in their family environment, immature parenting patterns, feelings of loss, people parents who were neglected when they were small, children had high jealousy, children had difficulty blending in with their peers or found it difficult to find suitable friends in their environment, children were bullied in their environment, and children had special needs both mentally and physically. Meanwhile, in the study of Syahrul & Nurhafizah (2021) it was stated that of the total respondents studied there were 57% of parents who had difficulty controlling their children. In addition, parents only communicate commanding about 48%, communication that occurs in two directions is about 56%. In addition, there are about 61% of early childhood who are still unable to control their emotions, and there are 58% of children who are able to say the word "sorry" when they make mistakes.

Seeing the importance of parenting by parents on child development, the purpose of this study is focused on looking at parenting patterns and social development of early childhood emotions.

METHOD

The research method used in this study is a quantitative method with a correlational design, where this correlational design is used in a study to see how effective the relationship between variables in research is on one other variable. As stated by Indah (2017) this correlational research is a research design that aims to measure the relationship between two or more variables. The research sample in this study were parents who had early childhood as many as 42 parents scattered in Kebarepan Village, Plumbon, Cirebon Regency.

Data analysis in this study are as follows:
1) Description of partial analysis: After knowing the average value, then it is interpreted into a five number scale:

| No. | Level  | Predicate     |
|-----|--------|---------------|
| 1   | 80 – 100 | Very good     |
| 2   | 70 – 79  | Well          |
| 3   | 60 – 69  | Enough        |
| 4   | 50 – 59  | Not enough    |
| 5   | 0 – 49   | Not much      |

Source: Syah (2009)
2) Normality test and reliability test;
3) Correlation analysis of variable X and variable Y;
4) Determine the decision maker criteria or linearity test criteria;
5) Calculate the correlation coefficient, using the Rank Spearman formula;
6) Hypothesis Test; and
7) Interpret the correlation coefficient price with the following criteria.

Table 2. Qualification Scale of Parenting Patterns and Social Development of Early Childhood Emotional

| No. | Level      | Predicate           |
|-----|------------|---------------------|
| 1   | 0.8000 – 1.000 | Very strong / Very high |
| 2   | 0.600 – 0.799 | Strong / Tall       |
| 3   | 0.400 – 0.599 | Fairly High / Medium |
| 4   | 0.200 – 0.399 | Low                 |
| 5   | 0.000 – 0.199 | Very Low            |

Source: Riduwan (2009)

RESULTS AND DISCUSSION

The results of research on parenting and social development of early childhood emotions based on the results of data processing obtained the following results.

The Reality of the Relationship between Parenting and Early Childhood Social Development

Based on the research that has been done in this study, the results of the normality test of the data on parenting and social development of children in Kebarepan Plumbon Village, Cirebon Regency, obtained the results of $X^2_{\text{count}} < X^2_{\text{table}}$ with (db) = 2 and a significance level of 5%, the data is normally distributed which is indicated by the acquisition of the values of $X^2_{\text{count}}$ (5.180) and $X^2_{\text{table}}$ (5.990) so that $X^2_{\text{table}}$ is smaller than $X^2_{\text{table}}$. The reality of the relationship between parenting and social development of children in Kebarepan Plumbon Village, Cirebon Regency has a strong relationship because it can be seen from the results of the analysis of parenting given by parents in the good category as indicated by an average value of 75 and is in the 70-79 interval.

This is confirmed by the opinion of Suryani et al. (2020) where the relationship between children and their friends is increasing through playing activities at school and at home. Where children can understand themselves to be cooperative, tolerant, adapt and obey the rules that apply at home, school and the community environment.

The Reality of the Relationship between Social and Emotional Development of Early Childhood

Based on the calculations that have been carried out the results of testing the normality of the reality data of the relationship between social and emotional development in children in Kebarepan Plumbon Village, Cirebon Regency. Where the results obtained are that $X^2_{\text{count}} < X^2_{\text{table}}$ with (db) = 2 and a significant level of 5%, the data is normally distributed, which is
indicated by the acquisition of the values $X^2_{\text{count}} (5.351)$ and $X^2_{\text{table}} (5.990)$ so that it is smaller of $X^2_{\text{table}}$.

Social development is closely related to children's emotions, where when children have good social development, children tend to be able to control their emotions. In line with what was stated by Apriyanti (2021) where the social emotional development of early childhood is a child's sensitivity to the feelings of others when children interact in their daily lives. Children start their interactions with parents, siblings, friends to the wider community. So it can be understood that the social emotional development of children cannot be separated from each other.

The Reality of the Relationship between Parenting and Social Development on Early Childhood Emotional

From the calculation using Spearman's Rank, the correlation coefficient value between parenting and social development of early childhood emotional is obtained. The correlation coefficient number obtained is 0.560 in the interval 0.400 – 0.599 where all variables have a high relationship. Furthermore, the results of hypothesis testing indicate that the value of $t_{\text{count}} = 2.814$ is greater than $t_{\text{table}} = 2.228$ with (dk) = 10 at a significance level of 5%. This means that there is a significant positive relationship between parenting and social development of early childhood emotional in Kebarepan Pulmbon Village, Cirebon Regency.

The parenting pattern applied by the 42 respondents has a close relationship with the child's emotions, where the child's emotions will become more stable and can be well controlled when the child is with his friends. As stated by Baumrind (2021) that parenting in principle is parental control, how parents control, guide and assist children to carry out developmental tasks towards the maturation process. In addition, the influence of parenting applied can make children easy to work with their friends, willing to share with friends, being able to help friends, being honest, giving permission when children want to go to the toilet and being able to care for their friends.

This is reinforced by previous research belonging to Suryani et al. (2020) in testing the hypothesis, it is known that the simple linear regression value of parenting patterns on children's social emotional development is 3.463 with a Sig value. (2-tailed) of 0.000. Compared to the significance level of 0.05 (5%), the value of Sig. (2-tailed) is less than 0.05 (5%). Means where Ho is rejected and Ha is accepted, with the conclusion that there is an influence of parenting patterns on the social emotional development of early childhood 5-6 years in Kindergarten Assalam West Pontianak.

CONCLUSION

A planned and systematic coaching effort is expected to enable children to develop their potential optimally. The challenge faced by PAUD is how to educate early childhood so that their potential develops, including the physical-motor, intellectual, moral, emotional, and spiritual potential of children by paying attention to the developmental factors of children as unique learners. One of the optimization methods is parenting by parents which will have an impact on their social and emotional development. This study only focuses on the close relationship of parenting and social development to early childhood emotional. The development of the relationship between parenting and other aspects of development is not discussed in this study so that it becomes an input for further research.
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