

The Development of Preschool Children Related to Democratic Parenting

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ABSTRACT

Every parent has their way of parenting. Parenting patterns affect the development of children, especially children in the golden period. The purpose of this study was to find out the correlation between democratic parenting and the development of preschool children. This study used a correlational descriptive design with a cross-sectional approach. This study was conducted over four months with a sample number of 50 respondents. The sampling technique used was purposive sampling with inclusion and exclusion criteria. Data collection used democratic parenting and developmental pre-screening questionnaires. Data were analyzed with SPSS programs on a univariate and bivariate basis using the Rho Spearman test with a significance value of 0.05. The results showed that most respondents with highly democratic parenting were 32 respondents (64%) and most respondents with appropriate developments were 36 respondents (72%). Correlation analysis of democratic parenting with children's development obtained a value of 0.0001, showing a meaningful correlation between democratic parenting and children's development. The results of this study were expected to increase understanding of democratic parenting and children's development perform innovative efforts in implementing democratic parenting through children's development, environmental influence and technological development.

Keywords: children development; democratic parenting; preschool

ABSTRAK

Setiap orang tua memiliki cara tersendiri dalam mengasuh anak, Pola mengasuh anak sangat mempengaruhi perkembangan anak khususnya anak dalam masa *golden period*. Adapun Tujuan penelitian ini untuk mengetahui hubungan pola asuh demokratis dengan perkembangan anak usia prasekolah. Desain penelitian yang digunakan pada penelitian ini adalah deskriptif korelasional dengan pendekatan *cross sectional*. Penelitian ini dilakukan selama empat bulan dengan jumlah sampel sebanyak 50 responden. Teknik sampling yang digunakan dalam pemilihan sampel yaitu teknik *purposive sampling* dengan kriteria inklusi yaitu siswa tercatat aktif sebagai siswa TK Candra Kasih, orang tua siswa dan siswa yang bersedia menjadi responden. Sedangkan kriteria eksklusi yaitu siswa yang memiliki penyakit kronis. Data dikumpulkan dengan kuesioner pola asuh demokratis dan kuesioner pra skrining perkembangan (KPSP). Analisis data dengan program SPSS secara univariat dan bivariat dengan menggunakan uji *spearman Rho* dengan signifikansi 0,05. Hasil penelitian

menunjukkan sebagian besar responden dengan pola asuh sangat demokratis yaitu 32 responden (64%) dan sebagian besar responden dengan perkembangan sesuai yaitu 36 responden (72%). Analisis korelasi pola asuh demokratis dengan perkembangan anak diperoleh nilai *p value* 0,0001 menunjukkan bahwa ada hubungan yang bermakna antara pola asuh demokratis dengan perkembangan anak. Hasil penelitian ini diharapkan mampu meningkatkan pemahaman tentang pola asuh demokratis dan perkembangan pada anak, melakukan upaya inovatif dalam pengasuhan anak secara demokratis sesuai dengan perkembangan anak, pengaruh lingkungan dan teknologi.

Kata Kunci: perkembangan anak; pola asuh demokratis; usia pra sekolah

INTRODUCTION

Preschool children will enter school within three to six years (Izzaty, 2017). During this preschool period, children will participate in playgroups (age three years) and kindergarten programs (ages 4-6 years) (Mendiknas, 2009). Preschool children are categorized in the golden period where physical and psychological functions mature and respond to the surrounding environment (Mulyasa, 2012). Many developments occur during preschool, including fine and gross motor development, personal-social, emotional, cognitive, intelligence, and language skills that dash and are the basis for subsequent developments (Soetjningsih and Ranuh, 2014). Based on primary health research data (Kementerian Kesehatan RI, 2019), children's development index aged 36-59 months was 88.3%, with numeracy literacy ability of 64.65, the physical ability of 97.8%, the social-emotional ability of 69.9% and learning ability of 95.2 %. The coverage of health services for children under five years old in Bali province in

2018 was 97%, and this figure was still below the expected target of 98.4%. When viewed by the city district, only five urban districts, namely Denpasar, Badung, Tabanan, Gianyar, Bangli, and Buleleng Regency, had achieved the expected target (Dinas Kesehatan Provinsi Bali, 2018).

The development process of each child would be different depending on the developmental stimulation that the child got from the surrounding environment. Several factors influence children's development, such as factors from within and outside the children, family history, parental education, number of siblings and parenting patterns from parents (Ayu and Haenilah, 2018). Parenting is a way for parents to nurture, care for, and communicate with children, which is continuously carried out. Children will feel the positive and negative sides of the pattern or method of parental care and upbringing (Tridonanto, 2014). The pattern of parenting in the family determines the development of the child.

In daily life, children will feel love, direction, and protection from their parents through the parenting pattern provided by their parents. The child's personality can also be developed through parenting in addition to facts, ideas and knowledge. Each parent instils a different parenting pattern depending on the values and perspectives of each parent. Parents apply several types of parenting to their children, such as authoritarian, indulgent permissive, democratic and neglecting permissive parenting (Adawiah, 2017; Andriana, 2013). Democratic parenting is a way for parents to educate their children by providing opportunities for children to choose and do things according to their interests. In democratic parenting, children make decisions independently. The opinions expressed by children and the child's personality are highly trusted and respected by parents (Andriana, 2013). In democratic parenting, there will be interaction and communication between children and parents. Children will receive examples of their parents' words, language, and speaking styles in these interactions. There will be encouragement and opportunities for children to express their feelings through words so that speaking skills can be continuously trained

and improved (Mulqiah, Santi and Lestari, 2017).

The art stage in this study could be seen in several previous studies. One of the studies related to this research was on democratic parenting associated with language development in preschool children with an analytical descriptive research design. The study found a significant correlation between democratic parenting and language development in preschool children (Sukmandari, 2020). Iwo, Sukmandari and Prihandini (2021) also conducted similar research, which showed a correlation between parenting patterns and the fine motor development of children under five years old in Tampaksiring II Public Health Center. In addition, from her research, Norfitri (2021) found a correlation between parenting patterns and the development of preschool children in the Integrated Early childhood education programs (PAUD) Nurul Ma'arifah, Tunggul Irang Ilir Mertapura Village. Based on these studies, it was necessary to research parenting patterns, precisely the type of democratic parenting with the development of preschool children.

A preliminary study was conducted at Candra Kasih Kindergarten, Denpasar, by interviewing ten parents about how to raise children. Eight mothers said that they took care of their children by providing opportunities for children to express what they wanted, giving specific tasks to train children's responsibilities, and giving rewards when children could complete tasks well. In comparison, two mothers said that they used to limit their children to play, force their children to excel in school and often punish their children if they did not obey their parents' orders. The researcher researched the correlation between democratic parenting and children's development based on these data. In general, this study aimed to determine the correlation between democratic parenting and the development of preschool children in Candra Kasih Kindergarten, Denpasar-Bali.

METHOD

This study used a descriptive correlational design with a cross-sectional approach. This study was conducted at Candra Kasih Kindergarten for four months, located at Jalan Ahmad Yani, Denpasar-Bali. Based on data obtained from the school profile, the number of children registered as students at the school in the 2019/2020 school year was 109, consisting of 55 male

students and 54 female students. The samples of this study were students at Candra Kasih Kindergarten. Parents played a role in providing informed consent because the respondent was still under 17 years old. The number of samples in this study was 50 samples. The sampling technique used in selecting the sample was purposive with inclusion criteria: students listened actively as Candra Kasih Kindergarten students and students willing to be respondents. In contrast, the exclusion criteria were students who had chronic diseases.

Data were collected using a democratic parenting style and developmental pre-screening questionnaires. The democratic parenting questionnaire consisted of 20 question items consisting of indicators of flexible parenting, explanations and discussions by parents, openness between children and parents, appreciation for children's abilities, and parents providing opportunities for children to learn independently. In this study, democratic parenting was categorized into three categories: high, adequate and less democratic according to the cut-of-point value of the median value from the normality test results. Measurement of children's development using a developmental pre-screening questionnaire

consisted of four aspects of development, namely fine motor, gross motor, social, and language development. Each age consisted of 10 question items. Children's development in this study was categorized into 3, namely the answer "yes" as many as 9-10 appropriate development, the answer "yes" as many as 7-8 dubious development and the answer "yes" as many as six or less than six deviational development. The instruments used in this study were valid and reliable. The democratic parenting questionnaire had a validity value of 0.361 and a reliability value of 0.910. The developmental pre-screening questionnaire developed from Denver II had relatively high reliability (integrates reliability = 0.99 and test-retest reliability = 0.90). When the researcher collected the data, they read the style questionnaire. The children answered it directly according to the reality experienced. At the same time, the measurement of development was done by direct examination of the children. The data collected were tabulated using a computer program (SPSS). Data analysis

was carried out with univariate to see the frequency distribution of each research variable and bivariate analysis to analyze the correlation between democratic parenting and the development of preschool children using the Spearman Rho test with a significance value of 0.05. This study adhered to ethical principles by maintaining the confidentiality of the respondent's name, namely by using the patient's initials only, not forcing the patient to become a respondent by signing the informed consent by parents and children, and not harming the patient. This study also used the principle of fairness by not discriminating against the respondents. This research was declared ethically feasible by STIKES Bina Usada Bali ethics commission in December 2020 with the Ethical Approval number: 342/EA/KEPK-BUB-2020.

RESULTS AND DISCUSSION

The characteristics of respondents in this study include gender and age, which can be seen in Table 1 below.

Table 1. Characteristics of Respondents

Variable	Frequency (n)	Percentage (%)
Gender		
Male	23	46
Female	27	54
Age (month)		
60	13	26
66	34	68
72	3	6

Table 1 showed that most respondents were female, as many as 27 respondents (54%). Male respondents experienced relatively faster growth and development than female ones. The hormone testosterone had a significant role in this case because males' hormone testosterone was higher than females. Males tended to develop gross motor skills 0.68 times less than females (Ananditha, 2017). Most of the respondents were 66 months old, namely 34 respondents (68%). It was essential for children to be given

developmental stimulation. Decreased brain function and shrinking brain tissue was the impact that occurred if the children were not given developmental stimulation; therefore, the children's development became disrupted. In addition, other impacts that occur if children do not get developmental stimulation include cognitive development disorders, growth and development that were not following age, and permanent developmental disorders (Herdyana, 2019).

Table 2. Frequency Distribution of Democratic Parenting and the Development of Preschool Children

Variable	Frequency (n)	Percentage (%)
Parenting		
Highly democratic	32	64
Adequate democratic	15	30
Less democratic	3	6
Children development		
Appropriate development	36	72
Dubious development	12	24
Deviational development	2	4

Table 2 showed that most of the respondents with a highly democratic parenting pattern were 32 respondents (64%), and the children's development was primarily appropriate for as many as 36 respondents (72%). The results of this study were in line with research conducted by Asri (2018), which found a correlation between authoritarian, democratic, and permissive parenting with moral, social-emotional, language, cognitive, and physical motor values development when tested in groups. Out of the three independent variables, one variable had a very high correlation, namely democratic parenting. Thus, it could be interpreted that democratic parenting affected the development of religious morals, emotional, social, language, cognitive, and physical motoric—another related study conducted by Cahyaningrum, Erawati and Suindri (2020) found a significant correlation between maternal parenting and children's development aged 4-5 years at Gembira Loka Early childhood education programs (PAUD). Another study was conducted by Fakhriyah and Pratiwi (2021), who found a significant influence of democratic parenting on interpersonal communication skills.

Parenting patterns describe the pattern of attitudes and behaviour toward children in how to interact and communicate in daily life. Every parent had their way and pattern (Djamarah, 2014). The applications of democratic parenting were by shaping the personality and prioritizing the interests of children who were still considered rational. In applying democratic parenting, children's freedoms were valued and cared for, but responsible freedom remained under complete guidance. Parents paid attention to the desires and opinions of children, following the norms to be able to do. If the children's desires and opinions were not to the norms, the children would be given objective and rational direction in determining their actions. Parents would support positive desires and actions; on the contrary, if negative ones were directed not to be repeated (Tridonanto, 2014).

According to Zaman and Libertina (2012), democratic parenting prioritized attention and affection combined with strict discipline. In addition, parents also provided the opportunity for time and freedom of opinion to create a two-way communication. Parents would provide understanding and still respect children when there were differences of opinion

between children and parents. Several factors influenced the occurrence of differences in democratic parenting in respondents. According to Watson in Mayasari (2013), the parenting pattern applied by parents was influenced by values held by the parents, the parents' personality, socioeconomic, and level of education. The leadership values adopted by the Balinese people, including parents of children in the Denpasar area, applied a democratic leadership pattern. The opinions of every Krama Banjar were respected in determining decisions in every daily activity and other activities in the community so that democratic patterns had become part of parents' daily life. Information about the advantages and benefits of democratic parenting for children's development was often found on television, social media, and other media, making parents apply democratic parenting. The level of education and insight of parents also played a role in applying democratic parenting. Social factors where parents and children lived together at home and social environment encouraged understanding, appreciation, boundaries and rules to create a harmonious environment. Two-way communication would be created, and mutual respect would grow by itself. These principles encouraged the creation of a

climate that supported democratic parenting. The role of the school in educating children by applying rules, boundaries, obligations and rights that parents and children must fulfil encourages democratic parenting.

Another thing that affected the development of children was based on the stimulation given by parents to children, either directly or indirectly. Stimulation given to stimulate all sensory systems carried out every day is called stimulation. The research found that barriers to growth and development, difficulty interacting with people around them would be experienced by children who did not get complete love from their parents and lack stimulation. Children's development would be strengthened by the stimulation given by parents every day. Stimulation obtained by children directed would accelerate development compared to children who were less or not stimulated by parents. The social environment can be a benchmark for children's development according to or not according to age. If children got freedom and a sense of security from their parents, it would be easier to socialize with the surrounding environment and look more cheerful. Children would appear enthusiastic, active and curious about what they saw and heard. Parents who want

children with age-appropriate development should also stimulate their children at every age stage so that children will grow

and develop according to age and do not experience developmental disorders (Herdyana, 2019).

Table 3. The Correlation between Democratic Parenting and the Development of Preschool Children

	N	r	p-value
Democratic Parenting Children Development	50	0,686	0,0001

Table 3 showed the value ($r=0.686$), which means a positive correlation with a strong correlation between democratic parenting and children's development. The p-value <0.0001 indicated a significant correlation between democratic parenting and children's development.

Table 3 showed the value ($r=0.686$), which means a positive correlation with a strong correlation between democratic parenting and children's development. The value (p-value <0.0001) indicated a significant correlation between democratic parenting and development. Parenting was a factor that could affect the development of children. Democratic parenting supports children's development due to several factors. Democratic parenting served as a stimulus in early childhood development, and with this method, the excavation of language skills could be carried out correctly (Tomtom, 2017). The increased interaction of parents and children in communicating, nurturing, and educating

every day was the main characteristic of democratic parenting. Children would be able to interact with the surrounding environment, get along with people around them well if parents applied democratic parenting (Israfil, 2015).

According to Elizabeth (2013), aspects of democratic parenting, including rules, punishments, rewards and consistency applied by parents, spurred children's interest to dare to express opinions and their opposition to stimulate the ability to express verbally in the form of language. Baumrind argued that the characteristics of children were formed when parents applied democratic parenting patterns such as being able to build good relationships with friends, be cooperative with others, control themselves, and deal with stress. In addition, communication and interaction between children and parents could increase, and children would also have high abilities in language or

communication with other people (Papalia, Olds and Ruth Feldman, 2013).

The application of democratic parenting to children will be able to cultivate children to have positive attitudes such as self-confidence, a sense of responsibility for the actions and behaviour of children. Children will also obtain self-satisfaction and self-adjustment by applying behaviour according to applicable norms and freedoms. Children would also be able to respect the opinions of others and could delay their actions if they were judged to be different or not following their norms. Discipline in children could be instilled from an early age with democratic parenting, and this method was ideal. If there was an open attitude between children and parents, it indicated that the democratic parenting of parents had been successful because, in the application of this democratic parenting, there were agreements on mutual rules and parents used to try to respect the children's abilities (Sunarty, 2016).

Based on the respondents of this study, democratic parenting had a positive and significant influence on children's development. It was influenced by several factors that had been described above. Democratic parenting could increase the

interaction between parents and children in the family environment and the environment outside the home in educating, communicating, and parenting. It was continuously applied every day. In applying democratic parenting, parents apply rules, punishments, rewards, and consistency. It stimulated children's interest to dare to express opinions and their opposition to stimulate the ability to express verbally in the form of language. Self-control in maintaining good relations with friends improved children's communication skills.

The results of this study were in line with Sukmandari's (2020) research which examined the correlation between democratic parenting and language development in preschool children at Tabanan State Kindergarten in Kerambitan, which found that there was a correlation between democratic parenting and language development of preschool children. The strength of this study was to examine one type of parenting style precisely and select the type of parenting previously studied based on preliminary studies; therefore, this study provided results and benefits, especially for the research site. Meanwhile, the weakness of this study was only examined one aspect of development, namely language

development. In contrast, children's development has four aspects: fine motor, gross motoric, language, and social communication development. Another similar study conducted by Afiyah and Alucyana (2021) found that the better the democratic parenting pattern, the better the children's independence. In this study, measurements of parenting and children's independence were carried out on each measurement indicator. The results of each indicator were analyzed. The weakness of this study was that the data collection on parenting and children's independence was asked directly to the parents. It tended to cause fear from parents when giving wrong answers because they were perceived as not taking care of their children well. The researcher did categorize the data on parenting and child independence; therefore, the data could be broadly grouped.

CONCLUSION

Based on the study results, it can be concluded that there was a significant correlation between democratic parenting and the development of preschool children in Candra Kasih Kindergarten, Denpasar-Bali. The results of this study are recommended to the community to improve and enhance democratic parenting

applied to children at home and school environment to make it more democratic to support children's development.

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