
THE RELATIONSHIP BETWEEN PARENTING PATTERNS AND PARENTAL KNOWLEDGE ON EARLY CHILDHOOD INDEPENDENCE

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ABSTRACT

Introduction

Independence is a person's ability to act independently and not rely on parental supervision. Parenting styles in the family influence a child's personality growth and development, particularly independence. Conversely, having the right parenting style will help a child become more independent. The purpose of this study was to evaluate the relationship between parenting styles and the level of independence of children aged 4-6 years.

Method

This research is a correlational analytic study with a cross-sectional approach. The population was 40 parent respondents at Al-Ajib Kartamulia Kindergarten, South OKU. The technique used was total sampling.

Result

This study analyzed 40 samples and found that the parenting styles were Democratic (50%), Permissive (32.5%), and Authoritarian (17.5%). The majority of participants were knowledgeable (60%), moderately knowledgeable (27.5%), and less knowledgeable (12.5%). This study also found a significant relationship between parenting styles and parental knowledge and early childhood independence (p-value 0.000).

Conclusion

At the age of five and six, children's behavior is significantly influenced by parental influence. To make children feel responsible, parents of Al-Ajib Kartamulia Kindergarten use democratic parental influence. Authoritarian parents can help children make decisions, while permissive parents often give children greater freedom. And there is a significant relationship between parenting styles, parental knowledge and their children's independence. : Suggestions for providing educational programs that encourage child development, using psychological research to help parents make informed decisions about their children's well-being.

INTRODUCTION

Children aged 0-8 years are called early childhood. Children experience rapid physical, cognitive, emotional, and social development during this period (Reuter-Lorenz and Park, 2024). During early childhood, or the golden age of development, character formation in a child is easier and more effective (Cortese and Kawato, 2024). Children learn to think critically, solve problems, and understand their environment. According to cognitive development theory, role-play and imagination are very important in the preoperational period of early childhood (Swift and Langevin, 2024). Children are trained to complete simple tasks independently, such as putting together puzzles or tidying up toys. These activities enhance their cognitive development and increase their independence (Aslam, Zortea, and Salkovskis, 2024).

Parenting styles significantly influence children's development. Studies show that democratic parenting, characterized by open communication and mutual respect, helps children become more financially savvy and engage in prosocial behavior (Sweller, 2024). Parents play a crucial role in building and developing children's character (Ulya and Cholimah, 2024). There are four types of parenting styles: authoritative, authoritarian, permissive, and neglectful. Authoritative parenting, which combines support and supervision, is considered the most effective in helping children become more independent and self-confident (AlShaikh, Al-Malki, and Almasre, 2024). Recent studies have shown that a supportive parenting style and adequate knowledge of

children's developmental needs can boost children's self-confidence and independence. Another study found that authoritative parenting, which combines emotional support with reasonable control, can help children become more confident and independent (Kong and Yasmin, 2022).

According to research, parents' knowledge of their children's developmental stages and needs is related to how they set limits and communicate effectively with their children, which in turn leads to children becoming more independent. Parenting education programs are essential for increasing children's independence through more informed and responsive parenting (Hassan Kariri and AlMubaddel, 2024). Different parenting styles (authoritative, authoritarian, permissive, and neglectful) have different impacts on children's cognitive and behavioral development (Lanjekar et al., 2022).

The Central Statistics Agency (BPS) has reported that the number of children in early childhood (0-6 years) in Indonesia in 2021 reached 30.83 million. Of this number, 13.56% were infants under 1 year old, 57.16% were toddlers (aged 1-4 years), and 29.28% were preschoolers (aged 5-6 years). (Central Statistics Agency, 2021). The number of early childhood in Indonesia reached 30.73 million, equivalent to 11.21% of the total population of Indonesia this year. This data includes children aged 0-6 years, which is a critical phase in their physical, intellectual, and socio-emotional development (Central Statistics Agency, 2022). In 2023, the number of early childhood decreased slightly to around 30.2

million, equivalent to 10.91% of the total population. In South Sumatra, the number of early childhood children (0-5 years) is 12.25% of the total population. (Central Statistics Agency, 2023)

New research suggests that parenting styles are crucial for early childhood independence. Evidence suggests that varying degrees of child independence are influenced by permissive, authoritarian, and democratic parenting styles (Pratama et al., 2023). Permissive parenting can reduce children's independence and self-control, while democratic parenting tends to promote greater independence and self-confidence (Yanuarsari, Muchtar, and Sintiawati, 2021).

MATERIAL AND METHOD

The research used is a cross-sectional study. The population in this study was 40 children who attended Al-Ajib Kartamulia OKU Kindergarten in 2023. The sampling technique in this study was Total sampling. The sample of this study was 40

RESULT

Univariate Analysis

Research results from 40 samples showed 21 respondents (52.5%) in the 18-29 age group, and 19 (47.5%) in the 30-46 age group. Parenting styles were Democratic for 20 (50%), Permissive for 13 (32.5%), and Authoritarian for 7 (17.5%). Meanwhile, parental knowledge levels were Good for 24 (60%), Fair for 11 (27.5%), and Poor for 5

(2021). Pratama's study demonstrated a strong correlation between parenting styles and children's levels of independence; parental approaches accounted for 98.3% of the variation in children's levels of independence (Pratama et al., 2023). The impact of parenting on independence has been observed across multiple settings, such as single-parent households (Yanuarsari, Muchtar, and Sintiawati, 2021) and across geographic locations (Vankov and Wang, 2024). Research has shown that independence and the type of parenting chosen by young children are crucial for developing executive abilities. (Triastutik and Susanti, 2023)

children. The research instrument used a questionnaire on parenting patterns, parental knowledge & early childhood independence. The data was analyzed using the SPSS 23 program with Chi-square test analysis.

(12.5%). Regarding the level of independence of early childhood children at Al Ajib Kartamulia Kindergarten, OKU, 19 (47.5%) were independent, 19 (47.5%) were less independent, and 2 (5%) were not independent. The results can be seen in Table 1.

Table 1. Table of Results of Variables Age, Parenting Patterns, Parental Knowledge, Early Childhood Independence at Al Ajib Kartamulia Kindergarten, OKU.

No	Variabel	f	%
1	Umur Responden		
	18-29 Tahun	21	52,5%
	30-46 tahun	19	47,5%
	Total	40	100%

2. Pola Asuh Orang Tua		
• Demokratis	20	50%
• Permisif	13	32,5%
• Otoriter	7	17,5%
Total	40	100%
3 Pengetahuan		
• Baik	24	60%
• Cukup	11	27,5%
• Kurang	5	12,5%
Total	40	100%
4. Kemandirian Anak		
• Mandiri	19	47,5%
• Kurang Mandiri	19	47,5%
• Tidak Mandiri	2	5%
Total	40	100%

BIVARIATE ANALYSIS

Relationship between Parenting Styles and Independence

Based on the results of the analysis using the Chi-Square statistical test with SPSS version 16.0, the p-value was 0.000, which is less than $\alpha = 0.05$. This means that H_a is rejected and H_o is accepted, indicating

a relationship between parenting styles and the level of independence of early childhood (4-6 years old) at Al Ajib Kartamulia Kindergarten, OKU. Table 2 shows this.

Table 2. Results of the Relationship between Parenting Patterns and Early Childhood Independence at Al Ajib Kartamulya Kindergarten, OKU

		Kemandirian			Total	P Value
		Mandiri	Kurang mandiri	Tidak mandiri		
Pola asuh orang tua	Demokratis	17	3	0	20	0,000
	Permisif	2	11	0	13	
	Otoriter	0	5	2	7	
Total		19	19	2	40	

The Relationship Between Parental Knowledge and Children's Independence

Based on the results of the analysis conducted using the Chi-Square statistical test in SPSS version 23, the p-value was $0.000 < \alpha = 0.05$. This indicates that the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted,

indicating a relationship between parental knowledge and the level of independence of early childhood (4-6 years old) at Al-Ajib Kartamulia Kindergarten, OKU. Table 3 shows this.

Table 3. Results of the Relationship between Parental Knowledge and Early Childhood Independence at Al Ajib Kartamulya Kindergarten, OKU.

	Pola Asuh Orang Tua			Total	P Value
	Mandiri	Kurang mandiri	Tidak mandiri		
Pengetahuan	Baik	18	6	0	0,000
	Cukup	1	10	0	
	Kurang	0	3	2	
Total		19	19	2	40

DISCUSSION

Early childhood independence is influenced by a combination of family dynamics, parenting styles, educational strategies, and specific pedagogical approaches. Positive family interactions, democratic parenting styles, structured educational management, and pedagogies such as Montessori are highly effective in fostering independence. Daily routines and early assessments also play a crucial role in developing independent behavior in children (Dewi, Syaifuddin, and Ahmad, 2023; Elyana, Agustiningrum, and Das, 2023; Widat, Hamdia, and Alfiyah, 2023).

Children gain a sense of security and confidence to face challenges through attentive parenting, especially during times of stress or difficulty. Sensitive and responsive parenting also helps children manage their behavior and emotions (Swift and Langevin, 2024).

The results of this study indicate that 40 respondents at Al-Ajib Kartamulia OKU Kindergarten obtained the results of the application of parenting patterns, democratic 20 people (50%) greater than permissive 13 people (32.5%) and authoritarian 7 people (12.5%). This study was conducted to determine the relationship between parenting patterns

and parental knowledge on the independence of early childhood children at Al-Ajib Kartamulia OKU Kindergarten.

Children raised with authoritative parenting tend to be more independent and able to make decisions autonomously. Open communication and clear boundaries enable children to learn to manage emotions and complex situations independently (Kennedy, 2024).

Harsh, aggressive, and intrusive parenting leads to internalizing problems (such as anxiety and depression) and externalizing problems (such as aggressive behavior and difficulty getting along with friends) (Sweller, 2024). Authoritative and democratic parenting styles are positively associated with the development of independence in children. These parenting styles involve supportive and nurturing behaviors that encourage independence and self-confidence in children (Ahim et al., 2022; Ramananda and Munir, 2022).

Based on the results of the study, it shows that the knowledge of parents of 40 respondents is divided into different categories: 24 respondents are included in the good category (60%), 11 respondents are in the sufficient category (27.5%), and

5 respondents are in the less category (12.5%). The decline in maternal knowledge is associated with increased deviations during early adolescence, which shows how important parental awareness and involvement are (Liu and Vazsonyi, 2023).

Based on the research results of Pratama et al., authoritarian, democratic, and permissive parenting styles all have a significant positive influence on early childhood independence (Pratama et al., 2023). Responsive and consistent parental behavior in the early years is associated with better language outcomes at age 7, highlighting the long-term benefits of parental involvement and parenting knowledge (Levickis et al., 2023). Parents who understand their child's development are better prepared to help their child become independent through various activities and habits (Frosch, Schoppe-Sullivan, and O'Banion, 2019; Pratama et al., 2023). In early childhood, parental knowledge and involvement are crucial for developing their independence. Children are significantly more independent with various parenting methods, especially democratic ones. Educated and knowledgeable parents who are actively involved in their children's development through practical activities and fostering executive abilities have higher levels of independence. Therefore, it is very important for parents to improve their pedagogical skills and awareness to foster independence in early childhood (Triastutik and Susanti, 2023; de Souza, Serrano de Andrade Neto and Roazzi, 2024; Hassan Kariri and Almubaddel, 2024)

Based on the analysis results using the Chi-Square statistical test, a p-value of 0.000 was obtained, indicating a relationship between parenting styles and the level of independence of early childhood (4-6 years) at Alajib Kartamulia Kindergarten, OKU. Consistently, a democratic parenting style is associated with higher levels of independence in early childhood. Studies show that children raised with authoritarian or permissive parenting styles exhibit lower levels of independence (Rohinah & Setiasih, 2023); (Pratama et al., 2023); (Masitoh & Wijayanti, 2023). Authoritarian parenting has a significant but less positive effect on early childhood independence. The level of independence fostered compared to democratic parenting is generally lower, although some studies have shown a relationship (Nabila, Ariani, and Ratnaningrum, 2023). The research results showed that the majority of children's independence levels were independent: 16 children (47.5%), 2 children were moderately independent (5%), and 19 children were not independent (47.5%). Independence is defined as a student's ability to solve problems by relying on their own abilities, which is crucial for their overall progress (Badawi, 2024). Effective early childhood care can help children become more independent, especially in families with greater wealth (Pujihasvuty et al., 2024). One-way communication methods where teachers provide clear instructions and use habituation techniques can also help young children become more independent (Widat, Hamdia, and Alfiyah, 2023).

Age, family type, number of family members, and education level all influence good parenting patterns, which in turn

support early childhood independence (Pujihavuty et al., 2024). Learning management mechanisms such as design, implementation, supervision, and evaluation of learning activities are crucial for developing independent character in early childhood (Triastutik and Susanti, 2023). Affective parenting does not affect early childhood development. This suggests that affectionate parenting does not affect children's fine motor skills, gross motor skills, or active-passive communication (Sekar et al., 2024). Although generally less beneficial, authoritarian parenting helps early childhood develop independence (Pratama et al., 2023).

Based on the results of the analysis using the Chi Square statistical test, a p value of 0.000 was obtained, meaning that there is a relationship between parental knowledge and the level of independence of early childhood children (4-6 years) at Al-Ajib Kartamulia OKU Kindergarten. The relationship between parental knowledge and the level of independence of early childhood is very important because it can have a major impact on the child's developmental trajectory. Knowing how various parenting methods and levels of parental involvement affect children's independence can help in creating better parenting and education plans (Pratama et al., 2023; Triastutik and Susanti, 2023). Maternal knowledge is associated with increased deviance during early adolescence, which shows how important parental awareness and involvement are. (Li, Cheng and Vachon, 2023)

Good parenting is crucial for children's cognitive development. Sensitive and responsive parenting helps children navigate difficult situations, develop emotional regulation, and support them in navigating social challenges. Positive parenting is crucial for children's early cognitive development, emotional balance, and thinking maturity (de Souza, Serrano de Andrade Neto, and Roazzi, 2024). Children whose mothers work tend to be more independent than children whose mothers don't (Mayasari, Yusnadi, and Machmud, 2023).

Several studies have shown that various parenting styles can significantly increase early childhood independence if implemented correctly. To achieve independence, parental support is crucial, especially in education. Maintaining balance, however, is crucial because excessive parental involvement can be counterproductive. To achieve positive developmental outcomes in the long term, parents must act consistently and responsively (Li, Cheng, and Vachon, 2023; Liu and Vazsonyi, 2023). Research shows that parenting styles and parental knowledge are crucial for helping young children become independent. Authoritative and democratic parenting styles, active parental involvement, and parental self-efficacy significantly contribute to children's independence. Furthermore, targeted interventions to enhance parental knowledge can significantly improve developmental outcomes, including independence, across diverse groups.

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