

THE RELATIONSHIP BETWEEN PARENTING STYLES AND EMOTIONAL DEVELOPMENT IN PRESCHOOL CHILDREN AT SUBAK BALI SCHOOL

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ABSTRACT

Introduction

Emotional development in preschool-aged children is a vital aspect that influences their ability to recognize, manage, and express emotions appropriately. One of the main contributing factors is parenting style. This study aims to examine the relationship between parenting styles and the emotional development of preschool children at PAUD Subak Bali School.

Method

This research used a correlational design with a cross-sectional approach. The sample consisted of 75 respondents selected using a total sampling technique. Data were collected through parenting style and emotional development questionnaires that had been tested for validity and reliability. Data analysis was conducted using the Chi-Square test.

Result

The results showed a significant relationship between parenting styles and children's emotional development ($p = 0.035$). Democratic parenting was associated with better emotional development outcomes compared to authoritarian and permissive styles.

Conclusion

It is recommended that educational institutions provide regular educational forums for parents to discuss parenting strategies and emotional development. Health professionals are also encouraged to take an active role in conducting counseling and monitoring parenting patterns and child development. Future research is advised to use qualitative approaches and expand the research scope to obtain more in-depth and representative findings.

INTRODUCTION

Child development is a progressive and comprehensive process of change, encompassing physical, cognitive, social, and emotional aspects. One crucial aspect of the preschool age (3–6 years) is emotional development, which forms the basis for building social relationships, independence, and a child's ability to adapt (Adrian, 2017). According to Mashar, emotional development is a child's ability to manage, process, and control emotions in order to respond positively to any situation that gives rise to emotions (Mashar, 2011). This ability is very important because it influences a child's success in socializing, solving problems, and dealing with environmental pressures.

The WHO indicates that approximately 5–25% of preschool-aged children experience emotional developmental disorders, such as anxiety disorders, uncontrolled emotions, and behavioral disorders (WHO, 2017). The 2018 Basic Health Research (Riskesdas) data also noted that only 69.9% of children aged 4–6 years had adequate social-emotional development (BPPK Kemenkes RI, 2018). If left untreated, these problems can cause children to have difficulty building social relationships, managing stress, and even lead to mental disorders later in life.

Parenting styles play a significant role in shaping a child's character and emotions. Parenting styles are styles of interaction between parents and children, providing guidance, supervision, affection, and boundaries (Aliyasari, 2021). Baumrind's classic theory identifies three main forms of parenting: authoritarian, permissive, and democratic (Baumrind, 1966). Authoritarian parenting emphasizes high levels of discipline but low levels of warmth, which can hinder emotional development. Permissive parenting is too free and uncontrolled, leaving children untrained in emotional regulation. Democratic parenting, on the other hand, is considered ideal because it

combines discipline with responsiveness to children's needs (Kartikasari, 2023). Empirical research has shown that parenting styles are strongly correlated with children's emotional development. Fanny et al. reported that most children raised in an authoritarian manner exhibit less than optimal emotional development (Fanny I, 2023). Other research also emphasizes that children with democratic parenting styles tend to have higher emotional intelligence and are able to express emotions appropriately (Sa'adah, 2024).

Based on a preliminary study conducted at the Subak Bali School PAUD in Petiga Village, Marga District, in January 2025, it was found that out of 75 students, 4 children showed symptoms of emotional disorders. This finding strengthens the assumption that emotional problems among preschool children are a real issue and need to be addressed. This research is important because it provides insight into the role of parenting styles in shaping the emotional development of preschool-aged children, which ultimately impacts their readiness to socialize and adapt to formal educational environments. Furthermore, the results of this study are expected to provide recommendations for parents, educators, and policymakers to develop more effective intervention strategies to support optimal child growth and development. By understanding more deeply the relationship between parenting styles and children's emotional development, this research is expected to serve as a reference in designing educational programs for parents that are more responsive to the needs of early childhood, particularly in PAUD environments in Bali.

METHOD

This type of research is quantitative with a correlational approach that examines the relationship between variables using a cross-sectional design. The population of this study was 75 parents and students aged 3-6 years at PAUD Subak Bali School. The sampling

technique used total sampling because the entire population was sampled. The sample was determined based on inclusion criteria, namely parents of PAUD Subak Bali School students whose children were aged 3-6 years, parents of students who were willing to be respondents by signing an informed consent and exclusion criteria, namely parents of students who were not present during the study and children with special needs. The data collection instrument used a questionnaire. Data analysis techniques used univariate analysis and bivariate analysis and hypothesis testing used chi square. This research has obtained ethical approval from the Health Research Ethics Commission of the Ministry of Health of the Republic of Indonesia, Denpasar Health Polytechnic.

RESULT

Before discussing the research results in more depth, the characteristics of the research subjects will first be explained.

Table 1. Frequency Distribution of Research Respondents Based on Parenting Patterns at PAUD Subak Bali School in 2025

No	Parenting Patterns	Freq (n)	Percent (%)
1	Democratic	70	93.3
2	Authoritarian	1	1.3
3	Permissive	4	5.3
Total		75	100

Based on the table above, out of 75 respondents, 70 (93.3%) parents apply a democratic parenting style, 4 (5.3%) parents apply an authoritarian parenting style and 1 (1.3%) parent applies a permissive parenting style.

Table 2. Frequency Distribution of Research Respondents Based on Emotional Development in Preschool-Aged Children at PAUD Subak Bali School in 2025

No	Children's Emotional Development	Freq (n)	Percent (%)
1	Good	43	57.3
2	Enough	13	17.3
3	Not enough	19	25.3
Total		75	100

Based on the table above, out of 75 respondents, 43 (57.3%) children had good emotional development, 19 (25.3%) children had adequate emotional development and 13 (17.3%) had poor emotional development.

Table 3. Analysis of the Relationship between Parenting Patterns and Emotional Development in Preschool Children at PAUD Subak Bali School in 2025

Parenting Patterns	Children's Emotional Development					
	Good		Enough		Not enough	
	n	%	n	%	n	%
Democrat.	42	40.1	12	12.1	16	17.7
Authorit.	0	0.6	1	0.2	0	0.3
Permiss.	1	2.3	0	0.7	3	1.0
Total	n %		n %		n %	
	70	70.0				
	1	1.0				
	4	4.0				
P Value 0,035						

Based on the table above, it was found that 42 (40.1%) respondents of children with democratic parenting styles had good emotional development, 12 (12.1%) respondents had adequate emotional development, and 16 (17.7%) respondents had adequate emotional development. 1 (0.2%) respondent of children with authoritarian parenting styles had adequate emotional development. 1 (2.3%) respondent of children with permissive parenting styles had good emotional development, and 3 (1.0%) respondents had poor emotional development..

The results of the bivariate analysis using the Chi-Square test obtained $p = 0.035$. Since the p value $< \alpha$ (0.05), H_0 is rejected. This means that there is a significant relationship between parenting patterns and emotional development in children at PAUD Subak Bali School in 2025.

DISCUSSION

Based on the research results of Fanny et al., (2023), it means that there is a significant relationship between parenting styles and children's emotional development. Furthermore, research (Magfiroh et al., 2025) shows that

democratic parenting styles have a contribution of 75% to children's social and emotional development. In the study, it was explained that children who were raised democratically showed better abilities in expressing feelings, understanding the emotions of others, and building positive social relationships both in the family and school environment. Furthermore, the results of research conducted by (Rohmiana et al, 2024), which stated that there was an influence between parenting styles on the social emotional development of children aged 4-5 years. With a coefficient value of 1,000 and significant t-test results, this study strengthens that the quality of parenting styles plays an important role in shaping children's emotional balance and social abilities. Another study by (Erdaliameta et al., 2023)) highlighted that authoritative or democratic parenting styles have a positive influence on children's emotional intelligence. This parenting approach is characterized by clear boundaries, open communication, and appreciation.

Emotional development is the process by which children learn to recognize, understand, express, and manage their own emotions, while also learning to respond to the emotions of others in socially appropriate ways. This process is crucial in shaping a child's personality, adaptability, and the quality of their social interactions. Children with good emotional development are generally better able to regulate themselves, build healthy relationships, and deal with stress or conflict constructively. Healthy emotional development in children is a key foundation for their success in various aspects of life, including social, academic, and psychological aspects (Santrock, 2019).

In line with research (Kurnia et al., 2024) in their study confirmed that parenting patterns have a significant positive influence on children's emotional development, with a correlation coefficient of $r = 0.601$ and a p value < 0.05 . This study emphasizes the importance of good parenting patterns in shaping children's

character and emotions, as well as the need for parental patience in educating children so they can adapt to the social environment. Adequate emotional support, both from parents and teachers, is an important factor in helping children achieve optimal emotional maturity.

Parenting styles play a crucial role in the emotional development of preschool-aged children. Research by Dani et al. (2023) shows that parenting styles have a significant influence on children's social-emotional development. Research by Dwi Amanda et al. (2023) shows a positive relationship between democratic parenting and the social-emotional development of children aged 4–5 years. Children raised with a democratic approach tend to be better able to express emotions appropriately, interact positively, and demonstrate empathy and independence. This parenting style provides space for dialogue between parents and children, which is crucial in supporting children's ability to manage emotions and establish social relationships from an early age. Children who grow up in a family environment that implements a democratic parenting style are better able to develop emotional awareness from an early age, understand the consequences of their actions, and develop empathy for others. This assumption is in line with research results (Magfiroh et al., 2025) which states that democratic parenting contributes 75% to children's social-emotional development. They concluded that openness and two-way communication between parents and children create an environment conducive to healthy emotional growth. The results of this study reinforce the view that parenting styles play a crucial role in supporting the emotional development of early childhood. A healthy parenting approach, particularly a democratic one, can create a strong emotional foundation, shape a child's stable personality, and support their ability to establish positive social relationships. Conversely, unbalanced parenting styles such as authoritarian and permissive

parenting styles have the potential to hinder a child's emotional growth and development, which can ultimately impact a child's future social and academic success.

CONCLUSION

The parenting patterns applied to 75 respondents were 70 (93.3%) parents applied democratic parenting patterns, 4 (5.3%) parents applied authoritarian parenting patterns and 1 (1.3%) parents applied permissive parenting patterns. Emotional development in 75 respondents was 43 (57.3%) children had good emotional development, 19 (25.3%) children had sufficient emotional development and 13 (17.3%) had less emotional development. Based on the results of data analysis using the Chi-Square test, it showed a significant relationship between parenting patterns and emotional development in children with a p value = 0.035 ($p < \alpha$ (0.05)).

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