



Parenting Style and Its Influence on Early Childhood Social Skills

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Abstract

The family is the first environment that requires children to adjust well according to their age and maturity. Parents have a big role in influencing children's education in the family. What's happening in society lately is the lack of interaction between children and their peers. Children prefer to do things alone and lack sympathy for friends, so they no longer have sensitivity to their social environment. This study aimed to see how parenting influences the social skills of children aged 5–6 in the Banjit Village Market, Banjit District, Waykanan Regency, Indonesia. This research is quantitative. The population and research sample are parents in the Banjit Village Market with children aged 5-6. Data collecting instruments was a questionnaire distributed to parents. Before using the questionnaire instrument, it was first tested to determine its validity and reliability. The data analysis employed the simple linear regression test with the analysis requirements that have been done, including the normality test and linearity test. Based on the study results, parenting style (X) influences the social skills of children (Y) aged 5–6 at the Banjit Village Market, Banjit District, Waykanan Regency, Indonesia. This test is also strengthened by looking at the magnitude of the coefficient of determination (R square), which proves that parenting style influences children's social skills.

INTRODUCTION

The formation of children's character and personality is determined from an early age (Muslimin et al., 2023). In addition to physical, cognitive, emotional, and social development, moral development and the foundations of personality are also formed during this period (Athota et al., 2020; Saroglou et al., 2020). Developing children's social skills from an early age will help them build rational thinking processes and make good decisions in the future (O'Reilly et al., 2022; Rahmatunnisa, 2019; T. Xu & Zhang, 2021). He will also understand himself and others (Novianti & Garzia, 2020). Children will be better prepared to face life's problems (Ivari et al., 2020; N. Sun et al., 2020). With emotional intelligence, children can hold anger, get along, and accept differences from other people (Chandra, 2021; Pekaar et al., 2020; Piqueras et al., 2019). So that later he will grow into a child who is not only cognitively intelligent but also mentally and emotionally healthy and good and noble (Agyapong et al., 2021; Cook, 2020; Noble-Carr et al., 2020). And one area of emotional intelligence that is very important to pay attention to is children's social skills (Abdel-Fattah, 2020; Drigas & Sideraki, 2021; Salavera et al., 2019; Segrin & Flora, 2019).

Social skills in children need to be developed (Bullington et al., 2019; Jeon et al., 2019). Several basic things drive the importance of skills development (Bag et al., 2020; Sousa & Rocha, 2019). First, the complexity of life problems around children, including developments in science and technology, puts a lot of pressure on children and affects their emotional and social development (Page et al., 2020; Pirskanen et al., 2019). Second, instilling awareness that children are future practitioners and investments that need to be optimally prepared in terms of emotional development and social skills (Leckman et al., 2021). Third, because the important age range of children is limited (Cameron et al., 2020; Colins et al., 2021). So it must be facilitated as optimally as possible so that no single phase is missed (Finlayson et al., 2019; Harwood et al., 2019).

Social skills are meant to encourage a person to be braver by speaking, expressing any feelings or problems, and at the same time finding adaptive solutions so they don't seek escape from things that can harm themselves and others (Karasheva et al., 2021). Social skills can demonstrate complex abilities to be assessed positively and negatively by the environment. If the behavior is not good, the environment will punish it (Perry et al., 2020). Parenting patterns describe the attitudes and behavior of parents and children in interacting and communicating when carrying out parenting activities, including rules, discipline, rewards, and punishments, as well as responses to their child's wishes (Hesti Ariestina & Umdzatul Atiqah, 2022; Rahimah & Muzdhalifah, 2019). The attitudes, behavior, and habits of parents are always seen, assessed, and imitated by their children, all of which will then will becomes a habit for their children (Fariq et al., 2021; Holt et al., 2019; Jia & Yu, 2021). This will affect children's development (Cui et al., 2019; Indrawati, 2020).

Many factors in the family affect the child's development process, such as children's social skills, which can be formed from the family environment and the environment around the child (Crowell et al., 2019; Singh et al., 2020; Ungar, 2019). The physical absence of parents can injure children (Dalton et al., 2019). Children develop late and experience depression and are less able to adapt to their environment (Andrews et al., 2021; Fraley & Roisman, 2019; Glynn et al., 2021). Parenting style will affect children's social skills and personality (Andrews et al., 2021; Carapito et al., 2020; Sahithya & Raman, 2021). A good parenting style will produce good social skills (Lan et al., 2019). Parenting pattern means the habits of parents, fathers, and mothers in leading, nurturing, and guiding children (Wang et al., 2019). Parenting is caring for someone by nurturing and educating them (Yuen, 2019). Guiding them by helping, coaching, and so on (Rapee et al., 2022). The quality and intensity of parenting vary in how it affects children's attitudes and behavior (Hendra & Pribadi, 2019).

There are three types of parenting: democratic, authoritarian, and permissive (Lavrič & Naterer, 2020). These three parenting styles affect children's social skills (Carapito et al., 2020). Therefore, parents must be precise in choosing and implementing parenting styles for their children (Chung et al., 2020). Children with low social skills show prejudice; when faced with ambiguous social stimuli, they often interpret it as a sign of hostility, so they respond with aggressive actions, cannot control emotions, have difficulty understanding other people's feelings and desires, and lack skills in solving social problems. (Kingery et al., 2020; Ziv & Hadad, 2021). The facts on the ground are that many children lack social skills, characterized

by shyness, which becomes an obstacle for them to socialize or gather with their peers (Alagia & Wang, 2020). Children become awkward and find it difficult to build communication with friends; they feel alienated and isolated in their environment, so they tend to withdraw (Kato et al., 2019).

What is happening in society lately is the lack of interaction between children and their peers (Dalton et al., 2019; Rogers et al., 2021; Weaver & Wiener, 2020). Children prefer to do things alone; they lack sympathy for friends, so they no longer have sensitivity to their social environment (Berzoff et al., 2021). Various behaviors are shown by children hitting their friends when their toys are taken away (Engelmann et al., 2019; Simsar et al., 2021). Various behaviors are shown by children, such as hitting friends when children's toys are taken, snapping when talking to friends, and throwing harsh words at friends who disturb them. (Moore, 2020) . Lack of communication between children and friends or other people causes children to withdraw from the social environment or vice versa (Craig et al., 2020; Gordon et al., 2021; Kehusmaa et al., 2022; Middlemiss et al., 2019; Sulistiowati et al., 2020). In children's social skills, parenting is very important in shaping a child's personality (Anaya & Pérez-Edgar, 2019; J. Sun et al., 2022). Parents who often don't realize their mistakes in treating their children are parents who put too much pressure on and always order children to submit and obey their parents' wishes (Mansir, 2022). Based on the previous explanation, this research is very important to determine whether parenting styles affect early childhood social skills.

METHOD

The purpose of this study was to determine the effect of parenting style on the social skills of children aged 5-6 in Pasar Banjit Village, Banjit District, Way Kanan Regency, Lampung Province, Indonesia, by using a quantitative and ex-post facto method. The population was parents with children aged 5-6 in the village, with a sample of 20 people taken by purposive sampling. A questionnaire instrument was used after being tested to determine its validity and reliability. Data analysis was performed using a simple linear regression test with the requirements analysis test carried out previously, including the normality and linearity tests.

RESULTS AND DISCUSSION

A. Results

The description of the research data is useful for describing the results obtained from the calculations that have been carried out. The results of the average score and percentage for parenting pattern indicators can be seen in the following table:

Table 1. Percentage of Parenting Style

Parenting Pattern	Average	Percentage
Authoritarian	37	31%
Permissive	40	33%

Democratic	43	36%
Total		100%

The table above presents data on the percentage of parenting styles for authoritarian parenting (31%), democratic parenting (33%), and permissive parenting (36%). The parenting style with the highest percentage was permissive (36%), while the lowest was authoritarian (31%).

The processed data were then categorized based on predetermined indicators. The presentation of categorization for each parenting style indicator is authoritarian parenting, democratic parenting, and permissive parenting.

Parenting patterns are described in several statement indicator items: imposing a will on children, controlling children's behavior, firm, giving corporal punishment, and controlling the child's will being controlled by parents. The results of this study obtained a maximum value of 16 and a minimum value of 4. The average value obtained was 37. The following table shows the frequency distribution of authoritarian parenting styles.

Table 2. Authoritarian Parenting Style

Category	Age	Frequency	Percentage
High	13-16	1	5%
Moderate	9-12	5	25%
Low	4-8	14	70%
Total			100%

Based on the table above, it can be seen that parents who apply authoritarian parenting are in the high category of 5%, the medium category of 25%, and the low category of 70%.

Parents' parenting style is described in three statement indicator items, which include recognizing children's abilities by their parents and allowing children to depend on and develop internal control. The results of this study obtained a maximum value of 12 and a minimum value of 3. Out of 3, the average value obtained was 40. The following table shows the frequency distribution of democratic parenting patterns.

Table 3. Democratic Parenting

Category	Age	Frequency	Percentage
High	10-12	1	5%
Moderate	7-9	6	30%
Low	3-6	13	65%
Total			100%

Based on the table above, it can be seen that parents who apply democratic parenting are in the high category at 5%, the medium category at 30%, and the low category at 65%. 30% and in the low category of 65%.

Children are much freer to do as they please, just like their parents. The study results obtained a maximum value of 12 and a minimum value of 3, with an average of 43. The following is a table of the frequency distribution of permissive parenting.

Table 4. Permissive Parenting

Category	Age	Frequency	Percentage
High	10-12	2	10%
Moderate	7-9	7	35%
Low	3-6	11	55%
Total			100%

Based on the table above, it can be seen that parents who apply permissive parenting are included in the high category by 10%, the medium category by 35%, and the low category by 5%.

The results of the average score and percentage of children's social skills indicators can be seen in the following table:

Table 5. Percentage of Children's Social Skills

Category	Age	Frequency	Percentage
High	31-40	6	30%
Moderate	21-30	11	55%
Low	10-20	3	15%
Total			100%

The table above shows data on the percentage of children's social skills. The high category consists of 6 people, or 30%; the medium category consists of 11 people or 55%; the low category consists of 3 people, or 15%. The parenting style with the highest percentage is permissive parenting, which is 36%, while authoritarian parenting is 31%.

Based on the results of hypothesis testing, the simple linear regression value of parenting patterns on children's social skills is 6.976 with Sig. (2-tailed) value of 0.017. Compared to a significance level of 0.05 (5%), this Sig. (2-tailed) value is less than 0.05 (5%). It means that H_0 is rejected and H_a is accepted. The conclusion is that there is an influence of parenting style on the social skills of children aged 5-6 in the Banjit Village Market, Banjit District, and Waykanan District.

This test is also strengthened by looking at the magnitude of the coefficient of determination (R squared), where the magnitude is 0.279. It means that the influence of parents on parenting style on children's social skills is 0.279%, and the rest is influenced by other factors not discussed in this study.

B. Discussion

The parenting style of parents who don't care is detrimental to children (Lyons et al., 2020). Children will easily get frustrated, and they will not have a sense of

responsibility as adults. In contrast, authoritative parents tend to have children who are responsible, confident, outgoing, responsible, confident, and sociable. Meanwhile, authoritarian parents tend to have children who are less responsible because children feel close supervision by their parents. Parents should be warm, loving, and caring. Good parenting will make children have a good personality. On the other hand, the wrong parenting style makes children vulnerable to stress and easy targets for negative influences. Parenting involves all aspects of a child's personality, such as physical, intellectual, emotional, skills, norms, and values.

The nature of parenting includes providing affection and a sense of security as well as discipline and good examples (Lo Cricchio et al., 2019). It is necessary to have a stable and happy family life atmosphere. Many negative things will appear in children due to the authoritarian attitude adopted by their parents, such as fear, lack of confidence, and lack of trust. The role of parents is always to provide excessive supervision of children so that even small things have to be done according to their wishes. On the other hand, these parents are more like the police, who always provide supervision and rules without wanting to understand their children.

In school education, parents' permissive parenting style will impact learning achievement (Yang & Zhao, 2020). Children can become lazy and do not care about the learning outcomes achieved because of a lack of attention from parents who feel unable to provide education. They forget their important role in the family as educators, caregivers, mentors, motivators, compassion, and attention. Meanwhile, democratic parenting has a very positive impact on children's development. Parents can devote their love and attention to their children properly and completely without using coercion or violence.

In this case, parents must master proper communication in approaching their children so that the parenting process can run well and not affect their mentality and development. Parents should adopt parenting styles by communicating with children and avoiding controlling, ordering, insinuating, criticizing, and comparing children because this can affect the child's development as an adult.

CONCLUSION

Based on the research results described in the previous chapter, parenting style positively affects children's social skills. The reality proves that every family is not just fixated on one parenting style (democratic, permissive, or authoritarian). Based on the study results, the parenting style applied at the Banjit Village Market, Banjit District, Waykanan Regency, has a permissive parenting style of 36%. Subjects who had high social skills were six children (30%), children with medium social skills were eleven children (55%), and children with low social skills were three children (15%). Hypothesis testing obtained a simple linear regression value of 6.976 with Sig. (2-tailed) value of 0.017. Compared to a significance level of 0.05 (5%), this Sig. (2-tailed) value is less than 0.05 (5%). It means that the parenting style variable (X) influences the social skills of children (Y) aged 5-6 in Pasar Banjit Village, Banjit District, Waykanan Regency. This test is also strengthened by looking

at the magnitude of the coefficient of determination (R Squared), where the magnitude is 0.279. It further proves that parenting styles affect children's social skills by 27.9%.

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