



THE EFFECTS OF PARENTING STYLES ON INDEPENDENCE OF CHILDREN IN
KINDERGARTEN, GORONTALO

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Abstrak

Permasalahan dalam penelitian ini yaitu masih terdapat 30% anak yang masih tergantung pada orang lain terutama orang tua dan tidak mau berusaha ketika melakukan sesuatu karena terlalu sering dibantu, khususnya di Gorontalo. Penelitian dilaksanakan dengan tujuan mengetahui pengaruh pola asuh orang tua terhadap kemandirian anak usia dini. Penelitian ini merupakan penelitian kuantitatif *expost facto* dengan desain *intact grup comperation*. Penelitian ini dilaksanakan di TK Negeri Pembina Ki Hajar Dewantoro Kota Selatan Kota Gorontalo. Objek penelitian ini yaitu pola asuh orang tua dan kemandirian anak. Data tentang pola asuh orang tua dikumpulkan melalui angket. Sedangkan data tentang kemandirian anak dikumpulkan melalui observasi menggunakan tabel penilaian ceklist. Dari hasil penelitian yang diperoleh dengan menggunakan *person correlation* dengan nilai $r = 0,702$ dan nilai $t_{total} = 0,468$ atau $r_{xy} > t_{total}$ jadi ada pengaruh antara pola asuh orang tua dengan kemandirian anak usia dini dan Tehnik analisis data yang digunakan uji t-test diperoleh nilai $t_{hitung} = 0.53$ dan $t_{tabel} = 1.73$ dengan kata lain $t_{hitung} \leq t_{tabel}$ atau $p\text{-value} > \alpha$ maka H_0 ditolak H_a diterima sehingga terdapat pengaruh yang signifikan antara pola asuh orang tua terhadap kemandirian anak kelompok A TK Negeri Pembina Ki Hajar Dewantoro Kota Selatan Kota Gorontalo.

Abstract

The problem in this study was that there were still 30% of children who were still dependent on others, especially parents and did not want to try when doing something because they usually got helps, especially in Gorontalo. The research aimed to know the effects of parenting styles of parents on the independence of early childhood. This study was an *expost facto* quantitative research with *intact group comperation* design. This study was conducted at TK Negeri Pembina Ki Hajar Dewantoro Kota Selatan Kota Gorontalo. The objects of this study were parenting and children's independence. Data about parenting styles of parents were collected through a questionnaire. Meanwhile, data on children's independence were collected through observation using a checklist assessment table. From the results of the study obtained by using *person correlation* with the value of $r = 0.702$ and t_{total} value = 0.468 or $r_{xy} > t_{total}$, there was an effect between parenting styles of parents with the independence of early childhood and data analysis techniques used t-test obtained t-test value = 0.53 and $t_{table} = 1.73$., in other words, $t_{count} \leq t_{table}$ or $p\text{-value} > \alpha$ so that H_0 was rejected and H_a was accepted. Therefore, there was a significant effect between parenting styles of parents on the independence of children in group A TK Pembina Ki Hajar Dewantoro Selatan City Gorontalo City

INTRODUCTION

Children who have the nature of dependence usually show reactions such as whining, crying, or taking aggressive actions, if their desire to depend is not fulfilled. This of course can be a very significant obstacle in the child's development process, if this condition is not addressed early on. Therefore, cooperation is needed from various parties, such as parents, teachers, and policy holders to create the environment needed for the formation of children's independence (Sidharto and Izzaty, 2007).

Independence is the ability or skill possessed by children to do everything themselves. It is necessary for the development of their soul because it can lead to confidence. The emergence of independence to children does not just happen because many factors that influence it. One that affects it is the parenting styles applied by parents.

Parenting is the attitude of parents in interacting, guiding, fostering, and educating their children in everyday life with the hope of making children successful in living this life. This is in line with the opinion of Euis (2004) stating that

“Parenting styles are a series of intensive interactions, parents direct children to have life skills”. Meanwhile, Mu'dadin (2002) states that parenting styles are the interaction between children and parents when holding parenting activities which means parents educate, guide and discipline and protect children so as to enable children to achieve their developmental tasks. Based on the above opinions, it can be concluded that parenting styles are a process of parent-child interaction in which parents reflect their attitudes and behavior in guiding and directing children's development and being role models in instilling behavior.

Based on observations made, children aged 4-5 years have reached the stage of being able to carry out tasks that have become their own responsibility such as cleaning and clearing the playground, obeying class rules, being able to self-regulate, and being responsible for their behavior for their own good ". Yet, in reality, many children are still dependent on others and have not been able to take responsibility for what they have done. This is because

Pupung Puspa Ardini, Afika Lamadi, Setyo Utoyo.
The Effects Of Parenting Styles On Independence Of Children In Kindergarten,
Gorontalo

parents and even the teachers have not trained the children to be independent, as excessive environmental concern from parents to their children which will lead to independence in children. For example, parents who are still helping their children to do the work, and parents who often limit and prohibit children too much from doing something like when everytime children do an activity parents often say "no", without being followed by an explanation that can be understood by children. This parenting style makes children hesitate to develop independence and therefore they are dependent on parents and dependent.

The last is parents' affection which are too much will result in dependence to children. For example, because they love their children too much, children always get what the wish for. Even because they love their children too much, parents let their children do nothing while parents and caregivers are busy serving them.

Based on observations from the beginning of September-October 2017 in TK Pembina Ki Hajar Dewantoro Kota Selatan, it showed that there were 18 children consisting

of 9 girls and 9 boys. There were still 30% of children who are still dependent on others or not independent yet like being quiet (passive) not active like other friends, do not want to try to do something, like to shout if asking for an item, often do not finish the task.

This study aimed to know the effects of parenting styles on the independence of children of early age in Tk Negeri Pembina Ki Hajar Dewantoro Kota Selatan Kota Gorontalo.

THEORITICAL REVIEW

Independence

Independence is one of the most important aspects that every individual and child must have. It does not only influence its performance, it also serves to help achieve his life goals, achievements, success, and awards. Without the support of being independent, it is difficult for individuals and children to achieve something maximally and it will be difficult for them to achieve success (Yusuf, 2009). Independent is often used in daily life. This shows that being independent is related to a condition or condition where

someone is able to stand alone without depending on others.

The following is a description of the factors that influence children's independence according to Wiyani (2013):

Internal factors

Internal factors are all effects that originate from within the child, such as the state of heredity and constitution of the body from birth with all the equipment attached to it.

External factors

Environment

Environment is a very determining factor in the formation of children's independence.

Love and affection

The sense of love and parents to their children should be given naturally because it can affect the quality of the child's independence.

Parenting styles in the family

Parenting styles of fathers and mothers have a real role in shaping the children's independent character.

Experience in life

Experiences in children's lives include experiences in the school environment and community environment.

Socio-cultural factors influence children's independence.

Parenting styles

According to Hasan (2010: 24), parenting is a system or way of education and coaching given by someone to someone else. In this case, parenting styles provided by parents/educators towards children are caring for and educating them with understanding. The things that affects parenting styles provided by parents/educators are the internal and external social environment. Meanwhile, according to Wibowo (2013: 75) parenting style is one of the factors that significantly shapes the character of children. This is based on that education in the family is the primary and first education for children, which cannot be replaced by any educational institution.

Parenting itself has a definition which is the way parents treat children, educate, guide, and discipline and protect children in achieving the process of maturity, to the efforts to form the norms expected by society in general.

Baumrind in Steward and Koch divides parenting styles into three tendencies, namely:

Authoritarian parenting

Children who are in an upbringing style of authoritarian parents are unsympathetic, dissatisfied and easily suspicious of others. Parents who apply authoritarian parenting style causes children to be less initiative, like to defied, like to oppose the authority of parents, the possibility of being timid and submissive.

Democratic parenting style

According to Baurmind and Black in Hanna Widjaya (1986), the characteristics of this democratic parenting style model include;

- a. Building self-confidence and self-belief both by demanding that children can control themselves, and by encouraging independent actions
- b. making your own decision
- c. encouraging responsible independent behaviors
- d. the rights and obligations between children and parents alike
- e. gradually giving responsibilities to their children

According to Hurlock (2006), he states that parents who apply democratic parenting shows the characteristics of a child's opportunity to argue why he disobeys the rules before the the punishment is given. Punishment is given to wrong behavior, and praise or reward is given to correct behavior.

Permissive parenting style

According to Hurlock (2006), he states that parents who apply permissive parenting shows the following characteristics: parents tend to give full freedom to children without any restrictions or rules from parents, the absence of gifts or praise even though the child behaves socially well, there is no punishment even if the child breaks the rules.

Permissive parenting style will have a negative effect on children, children will be aggressive, less independent, and always filled with feelings that are not satisfied. Parents who embrace permissive parenting style according to Johnson and Medinus (1974) provide a tendency for children to behave aggressively.

RESEARCH METHODS

This study is a type of research of

Pupung Puspa Ardini, Afika Lamadi, Setyo Utoyo.
The Effects Of Parenting Styles On Independence Of Children In Kindergarten,
Gorontalo

expost facto. This study examined the influence of parenting styles on early childhood independence. The design used in this study was the Intel Group Comparison design as follows:

X_a	O_1
X_b	O_2

Caption :

X_a = Parenting style (Democratic)
 X_b = Parenting style (Permissive)
 O_1 = Independence of Democratic Parenting Style
 O_2 = Independence of Permissive Parenting Style

This research was conducted at TK Negeri Pembina Ki Hajar Dewantoro Kota Selatan Kota Gorontalo. This research was conducted in Academic Year 2017/2018 right on the odd semester in March-April for 2 months.

Data collection techniques in this study used a questionnaire filled out by parents to determine the tendency for parenting used by parents to lead to democratic or permissive. For data on children's independence, they were collected through observations compiled based on the characteristics of the development of independence of children aged 5-6 years. The

instrument was first tested for validity and reliability.

RESEARCH RESULTS

Based on the results of the study, permissive parenting scores with the highest number of samples in the interval class 18-20 had 7 samples or 39%. Meanwhile, the total score with the lowest number of samples was the interval classes 9-11 and 12-14 had 1 sample or 6%. The results of the permissive parenting frequency data distribution presented in the table are illustrated in the histogram as follows:

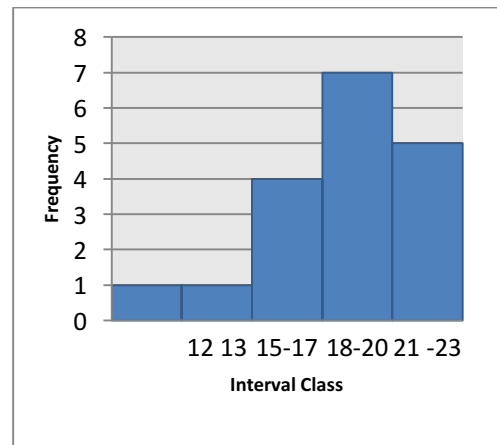


Figure 4.1. Frequency Distribution of Permissive Parenting Style

Based on the results of the study of democratic parenting style with the highest number of samples in the interval class 20-21, the total sample was 7 or 39%. As for the total score

The Effects Of Parenting Styles On Independence Of Children In Kindergarten, Gorontalo

with the lowest number of samples in the interval class 18-19, the total sample was 1 or 6%.

The results of the democratic parenting style data frequency distribution presented in the table are illustrated in the histogram as follows:

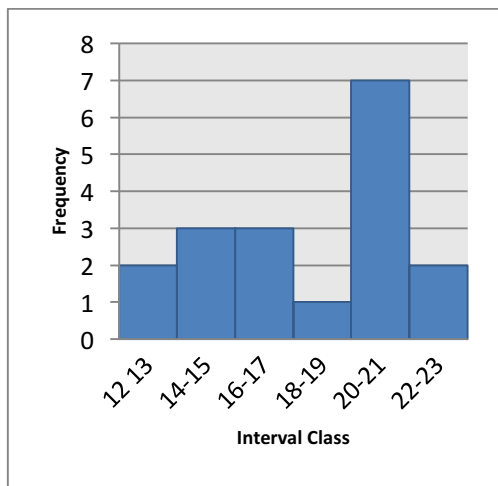


Figure 4.2. Frequency Distribution of Democratic Parenting Style

Based on the results of the study of independence of children, the highest number of samples in the interval class 19-25 had 6 samples or 33%. Meanwhile, the total score of the lowest number of samples was in the interval class 54-60 with 1 sample or 6%.

The results of the frequency distribution of children's independence data presented in the

table are illustrated in the histogram as follows:

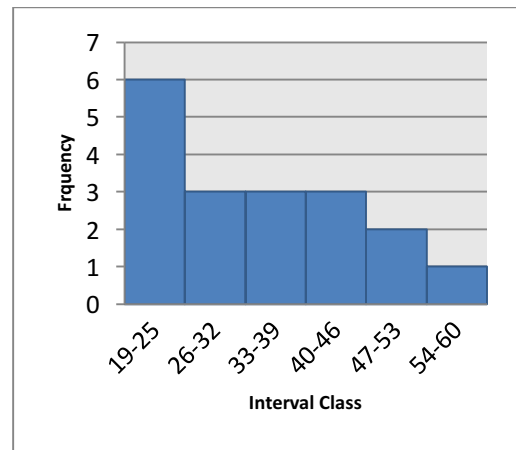


Figure 4.3. Frequency distribution of children's independence

Based on the test results of the data normality test analysis, it showed that the value of $L_{count} = 0.138$, while the L_{table} value for $\alpha = 0.05$ with the number of samples $18 = 0.200$. Because the value of $L_{count} < L_{table}$, it is concluded that the variable data of children's independence were normally distributed.

Based on the results of the statistical analysis of the t-test Hypothesis Test above, we can conclude the following: from the significant test results it was obtained the value of $t_{count} = 0.53$ while the value of the table at $\alpha = 0.05$ which is equal to 1.734. Thus, $t_{count} \leq t_{table}$ $0.53 \leq 1.734$ or $p\text{-value} > \alpha$ $0.30 > 0.05$,

Pupung Puspa Ardini, Afika Lamadi, Setyo Utoyo.
The Effects Of Parenting Styles On Independence Of Children In Kindergarten,
Gorontalo

in other words, $t_{\text{count}} \leq t_{\text{table}}$ then H_0 was rejected or H_a was accepted meaning that there was an influence between parenting styles on children's independence in group A TK Pembina Negeri Pembina Ki Hajar Dewantoro, Kota Selatan, Kota Gorontalo.

DISCUSSION

The discussion in this study refers to the research hypothesis, which states that there is an influence between parenting styles on children's independence based on the results of the t test, it showed that the value of $t_{\text{count}} = 0.53$ and $t_{\text{table}} = 1.73$, in other words, $t_{\text{count}} \leq t_{\text{table}}$ or $p\text{-value} > \alpha$ and therefore H_0 was rejected and H_a was accepted. Therefore, there was a significant influence between parenting styles on the independence of children of group A TK Negeri Pembina Ki Hajar Dewantoro, Kota Selatan, Kota Gorontalo.

According to Zimmerman, quoted by Tillman and Weiss (2000), the independent child is a child who has high self-confidence and intrinsic motivation. Zimmerman believes that confidence and intrinsic motivation are the main keys to children's

independence. With their confidence, children dare to appear and express themselves in front of people and in public.

Based on the results of the study, it showed that permissive parenting style had an influence on children's independence meaning that if permissive parenting style increased, this would make the child more independent with an average value of 18.44. Meanwhile, for democratic parenting style, the results of the study showed that democratic parenting had a negative influence on children's independence but did not rule out the possibility for children not to be independent because the democratic parenting practices would increasingly make children become more independent.

In the results of previous studies, it was stated that parenting styles affect the independence of early childhood. This is in line with Erikson in his psychosocial development theory dividing his development into four stages, one of which is the Autonomie VS Shame/Doubt stage where the child's sense of independence is marked by the independence or freedom of the

Pupung Puspa Ardini, Afika Lamadi, Setyo Utoyo.
The Effects Of Parenting Styles On Independence Of Children In Kindergarten,
Gorontalo

child to do everything he wants in his own way, giving opportunities to do what he wants himself what they want to do without being criticized, will keep them from guilt and shame. Thus, there was an influence between parenting styles on early childhood independence.

CONCLUSION

Based on the description as well as the final results in this study, several conclusions can be drawn. There was an influence between parenting styles on the independence of children in group A TK TK Pembina Ki Hajar Dewantoro Kota Selatan, Kota Gorontalo with $r > r_{total}$ using Pearson correlation with a significant level of 5% or 0.05. From the significant test results, it was obtained the value of $t_{count} = 0.532$ while the value of t_{table} at $\alpha = 0.05$ which is equal to 1.739. Therefore, $0.532 < \text{from } 1.739$, in other words, $t_{count} < t_{table}$ or $p\text{-value} > \alpha$ or equal to $0.300 > 0.05$ meaning H_0 was rejected and H_a was accepted and then there was an influence between parenting styles on children's independence in group A TK TK

Pembina Ki Hajar Dewantoro Kota Selatan Kota Gorontalo.

It is suggested to the teacher to improve the children's independence. Every teacher must be able to develop methods that fit the characteristics so that it can produce good independence to children. Suggestions for parents to take the time to accompany children in instilling independence and give confidence to children by doing something without help from others.

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