

Correlation between Parenting Style during the COVID-19 Pandemic and Personal Social Development of Preschool Children (3-6 Years)

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ABSTRACT

Background: The golden period (Golden Age) is the maturation of psychic and physical functions that respond to environmental stimuli and incorporate them into their personality. Child development is an important aspect that must be optimized in preschool, especially in the personal social aspect. Parenting patterns greatly determine the social activities of children in their development stage. This study aims to see the relationship between parenting patterns during the COVID-19 pandemic with the level of social development of preschool children (3-6 years).

Subjects and Method: This research is an analytical observational study with a cross sectional design at Umami Erni Kindergarten Pematang Johar on Friday, November 19, 2021. 30 subjects were selected by the total sampling method. The dependent variable is the level of child development. The independent variable is parenting. Data were analyzed by chi-square test.

Results: From 30 subjects, it can be seen that there are 25 positive parenting styles with normal child development (83.3%), negative parenting patterns with suspected child development as many as 5 people (16.7%). This study shows that there is a significant relationship between parenting patterns and personal social development of preschool children (3-6 years) ($p < 0.001$).

Conclusion: Parenting patterns are related to the personal social development of preschool children (3-6 years) at Umami Erni Kindergarten, Pematang Johar Village.

Keywords: parenting, personal social development.

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BACKGROUND

Since the end of 2019, the world has been shocked by the outbreak of Covid Sickness 19 or commonly known as the Coronavirus in the city of Wuhan, China. The coronavirus has crippled human existence in various fields, from finance to teaching. This infection began to enter Indonesia since mid-2020 and spread widely on Walk 2020.

From the cases that emerged, almost all countries including Indonesia needed various approaches as an effort to break the chain of Corona virus spread. Approaches to limit the actual acceptance to public administration, suspension of movement of any kind outside the home including the learning system in schools (Iyer, 2020). The impact of education is that more than 90% of

students worldwide, or as many as 1.5 billion young people in 188 countries, do not attend schools and universities because of social distancing policies. This has an impact on closing opportunities for children to interact socially at school as a means of their self-development (Lancet, 2020)

Preschool age (3-6 years) is a brilliant age of social events for children themselves. The brilliant age is a time of developing clairvoyant and actual capacities that react to ecological enhancements and adapt them to the individual. This period is the beginning of the promotion of children's capacities so that children at this age are the starting point towards the formation of a superior generation that is qualified, has a good personality and is responsible. The character of discipline makes it easier for children to control themselves and interact socially and be accepted in society (Wiyani, 2013).

Personal social development is the ability to interact and socialize with the environment. Personal social development in preschool children who are not fulfilled will cause children to become passive, afraid and lack of initiative. One of the personal social developments of children is independence. Independence fosters a sense of self-confidence and responsibility. Children who have autonomy will actually want to change or adjust to the climate well and quickly. For a while, children who are less independent will have a bad impact on the capacity and character of children (Rantina, 2015).

Children's freedom can be formed when they are at home and outside the home. Freedom is easily formed when children are in a family climate. The coronavirus pandemic has forced children to telecommute (income from home) so that guardians have extra time with their children. Every kind of movement performed by the children is at home with the guardian and it

is normal that the children can do the work freely. Children can help guardians (cleaning, feeding themselves, washing themselves, tidying toys, washing hands without being reminded and wearing masks when leaving the house. So in learning activities at home parents have an important role in shaping children's independence (Rantina, 2015). Meanwhile, during the COVID-19 pandemic, school learning is carried out online. There are no face-to-face meetings with teachers and peers. This reduces children's social interactions with peers, even though this can help children to develop interpersonal intelligence (Panatra, 2021).

Interpersonal relationships or parenting is one of the factors that affect the growth and development of children (Fatimah, 2012). Interpersonal skills and emotional control are needed by parents to provide a sense of comfort to children when providing parenting. Through parents, children adapt and get to know the world around them and the patterns of social life that apply in their environment. Parenting is an interaction between parents and children who educate, guide and discipline children towards maturity based on the norms that exist in society. Optimizing children's development in social life will depend on the people around them, especially their parents (Israfil, 2015).

The purpose of parenting is to maintain physical life and improve children's health, facilitate children to develop abilities in line with their developmental stages and improve behavior in accordance with religious and cultural values that they believe in. Parenting patterns about growth and development really help children achieve and pass growth and development according to their age levels normally (Supartini, 2012). Good parenting by parents will make children develop well marked by children being able to interact in their environment

and have behavior that respects themselves and others. Poor parenting causes children to experience developmental disorders, children often feel insecure and their social independence does not work (Yulita, 2014).

At the world level, developmental disorders in preschool. In general, 9% of children reported experiencing cases of anxiety, 11-15% angry, and 9-15% personality problems (Yusran, 2014). WHO reports that the prevalence data for children under five with growth and development disorders is 28.7% (WHO, 2018). Almost 50% of children aged 3-5 years in 54 developed countries show some symptoms of anti-social behavior disorder which can become a persistent behavior disorder in the future. This phenomenon occurs in various countries such as Canada and New Zealand which shows about 5%-7% of children experience anti-social behavior, besides that due to wrong parenting, children can experience depression (Wahyuningrum, 2021).

Problems in the development sector in children are also experienced in ASIA countries. The same research by Mc.Coy, it is known that the number of children under five with developmental disorders is 37.7% (27.7 million) in South Asian countries and 25.9% (15.1 million) in East Asian countries (Mc.Coy, 2016). The same study by Chapakia, states that developmental disorders in limbs, speech and language, independent behavior, autism and attention deficit and hyperactivity disorders in Thailand are 24% and in Argentina as much as 22% (Chapakia, 2016). In Indonesia, there are also child development disorders. As shown by the Department of Health (DINKES) (in Yusran, 2014) there are 85,779 (62-02%) preschool age children who have formative problems. Based on the description above, formative problem disorders in preschool children require serious attention.

Research conducted on parenting in

the midst of the COVID-19 pandemic with a humanistic approach in supporting child development using library research. This research produces a holistic parenting concept by paying attention to several aspects such as the fulfillment of physiological needs, a sense of security, love and affection, self-esteem will result in self-actualization where children are able to understand and develop their potential well (Effendi, 2020). in preschool children in Cimahi, West Java, showed a relationship between parenting patterns and the development of preschool children. Parents who apply good parenting will see their children have developments that are in accordance with their age (Yuniarti, 2017).

Based on research on maternal parenting in preschool children in Lambung Bukit Village, Kec. Pauh Padang with a sample of 58 people. It turned out that the result was 54.7% of poor parenting patterns showed that the growth of thin children (43.3%) and (48.4%) did not match the child's development. The results of this study are the relationship between parenting patterns and children's growth and development (Doni, 2020). Research conducted in Sukaraya Village, Pancur Batu District, Deli Serdang Regency with 61 samples, it can be seen that parents who have children aged 3-5 years who apply good parenting patterns, then children do not have difficulty eating. Parents who apply bad parenting patterns produce children who have difficulty eating. It can be concluded that there is a relationship between parenting and eating difficulties in children (Damanik, 2018).

Umi Erni Kindergarten as one of the educational places for preschool children in Pematang Johar village, has problems in personal social development. From the preliminary survey, it is known that there are 62 students. There were problems as many as 5 children cried when their parents left, 5

people could not eat by themselves and needed the help of their teacher. 4 children who have not been able to play with their friends, 4 children who have not been able to wash their hands and dry their own hands. Seeing this background, the researchers were interested in conducting a study entitled "The Relationship of Parenting Patterns during the COVID-19 Pandemic with the Level of Personal Social Development of Preschool Children (3-6 Years)".

SUBJECTS AND METHOD

1. Study Design

This study used an analytical observational design. The research was conducted in Kebonrejo Village, Grati District, Pasuruan Regency.

2. Population and Sample

The population in this study were all third trimester pregnant women in Kebonrejo Hamlet, Kebonrejo Village, Grati District, Pasuruan Regency in November 2021 as many as 37 subjects. The sampling technique in this study was total sampling, namely all third trimester pregnant women in Kebonrejo Hamlet, Grati District, Pasuruan Regency. This research was conducted on November 14-13 December 2021.

3. Study Variables

The dependent variable is ANC compliance. The independent variable was anxiety.

4. Operational Definition of Variables

Anxiety level is a feeling of discomfort or fear or may have a premonition of calamity even though he does not understand why these threatening emotions occur, especially regarding the COVID-19 pandemic with indicators of feelings of anxiety, fear, tension, feelings of depression, sleep disturbances, intelligence disorders, somatic symptoms, respiratory symptoms, and cardiovascular symptoms.

ANC compliance is the behavior of pregnant women carrying out pregnancy checks

in accordance with the provisions given by health professionals with indicators of the number of ANC visits each trimester with the provisions of TM I: minimum 2 times with 1 visit Health facilities, TM II: minimum 1 time, TM III: minimum 3 times with 1 visit Health facilities

5. Study Instruments

The measuring instrument is using the HARS scale with no anxiety categories: Less 14, Mild anxiety: 14-20, Moderate anxiety: 21-27, Severe Anxiety: 28-41, Panic anxiety: 42-56. The dependent variable in this study is ANC compliance measured using the 2021 MCH book.

6. Data analysis

Data analysis was carried out using univariate analysis with frequency and percentage distributions. Bivariate analysis using Spearman Rho test. Testing the data using the help of a statistical program, namely the Statistical Package for Social Science (SPSS) version 22 for Windows.

7. Research Ethics

This research was conducted using ethics in the form of informed consent, anonymity, and confidentiality which were carried out carefully during the research. This research has received a letter of ethics from the Faculty of Medicine, Airlangga University, Surabaya Indonesia with the number 1330/UN3.1.1/DL.11.2021.

RESULTS

1. Parental Characteristics

Based on Table 1, it can be seen that the characteristics of the parents of the majority of the subjects aged 30-40 years are 56.7%. The majority of subjects for gender are women, namely 86.7%. The education level of the majority of the subject's parents is senior high school, which is as much as 60%. The majority of parents' occupations are housewives as much as 43.3%.

Table 1 Characteristics of Parents in Ummi Erni Pematang Johar Kindergarten

Parental Characteristics	Frequency (N)	Percentage (%)
Age		
<30 years	10	33.3
30-40 years	17	56.7
>40 years	3	10
Gender		
Female	26	86.7
Male	4	13.3
Education		
PS	3	10
JHS	7	23.3
SHS	18	60
College	2	6.7
Occupation		
Labor	5	16.7
Housewife	13	43.3
Tailor	1	3.3
Enterpriser	5	16.7
Entrepreneur	1	3.3
Private employee	5	16.7

2. Children Characteristics

The majority are children aged 5 years as much as 96.7%. The majority of the sub-

jects were women, as many as 53.3%, and the majority of children's nutrition was good, namely 93.3% (Table 2).

Table 2 Characteristics of Children in Ummi Erni Pematang Johar Kindergarten

Subject Characteristics	Frequency (N)	Percentage (%)
Age		
4 years	1	3.3
5 years	29	96.7
Gender		
Female	16	53.3
Male	14	46.6
Nutritional Status		
Normal	28	93.3
Fat	2	6.7
Obese	0	

Table 3 Parenting Patterns and Personal Social Development of Children at Ummi Erni Kindergarten Pematang Johar

Parenting Style	Frequency	Percent
Negative/Suspect	5	16.7
Positive/Normal	25	83.3
Total	30	100.0

3. Univariate Analysis Results

The majority of parenting is positive/normal as many as 25 people (83.3%) in Ummi Erni Kindergarten Pematang Johar (Table 3).

4. Bivariate Analysis

A total of 30 subjects, it can be seen that there are 25 subjects of positive parenting with normal child development (83.3%), po-

sitive parenting with suspected child's personal social development 0 (0%), negative parenting pattern with normal child development 0 people (0%), and negative parenting patterns with suspected child development 5 subjects (16.7%). The results of

the Chi-Square test showed that there was a significant relationship between parenting patterns and the personal and social development of preschool children (3-6 years) ($p < 0.001$) (Table 4).

Table 4 Relationship between Parenting Patterns and Personal Social Development at Ummi Erni Kindergarten Pematang Johar

Variable	Personal Social Development		p
	Suspect	Normal	
Parenting Style	Negative	16.7	<0.001
	Positive	0	
		83.8	

DISCUSSION

Chi-Square test showed $p < 0.001$, which indicates that there is a large relationship between parenting patterns and social independence of preschool age. The majority of parents educating children in this good parenting group are seen as children who can complete tasks in their personal development sector.

The results of the same study by WA Setiani (2017) show that good parenting from parents is the most appropriate way to improve the personal social development of preschool children. Another review from Mongontoh (2017) shows that children's social abilities are strongly influenced by their social environment, especially from good parenting so that children can achieve successful child social development.

Based on the results of research on parents in Ummi Erni Kindergarten, Pematang Johar Village, the majority of good parenting were 25 subjects (83.3%). There are several aspects that can encourage parents to carry out parenting, where the higher the level of parental education, the parents have good information about the importance of meeting children's needs to be able to become what they want according to the child's age (Yusuf, 2012). Another element that can affect parenting is the

social situation of parents where working parents have little time for their children so that the care provided by parents is not optimal and parents do not have time for their own children.

From the results of the study, there were 5 children (16.7%) who failed or were unable to carry out individual social development tasks with good parenting applied by their parents. In the first child, the child was found to have difficulty or unable to take his own food, the next child had difficulty or could not clean his teeth independently and played snake and ladder and the next child was found unable to play the snake and ladder loop. One of the factors that affect children's personal abilities is physical and psychological health, because healthy children can socialize so they can receive upbringing from their parents (Mahayu, 2014). Children are the successors of their parents' descendants who must be protected and given love. During its development period, the family is the first place for children to learn and parents become teachers to achieve their developmental tasks. Good parenting from parents will make the basic needs of children are met. Preschool age is also called the golden age because it only happens once in a lifetime. At this time children can imitate a lot, this is

where the role of parents trains children to be able to achieve the task of personal social development. (Hasan, 2011).

Good parenting will affect the child's personal social skills where parents praise the child's success when the child succeeds in carrying out his developmental tasks. when the child has not been able to carry out his developmental tasks, parents provide assistance and support to the child so that the child can be confident again. Based on this analysis, it is also found that lack of parenting makes the level of social independence not successful. Parents should not compare their child with others even if the child has not been able to carry out his developmental tasks. Negative parenting does not care about the importance of children's needs where if these needs are not met, they will experience delays in their development period (Mustofa, 2016).

Preschoolers aged 3-6 years who join the preschool education level have the time and opportunity to practice interacting with their environment. At this time the activity that is most often encountered is playing with friends, this can support children to get along with friends of their age. In this situation, the role of the teacher is also needed considering that educators play an important role for children in playing exercises at schools where children pay attention and encourage children to get along with their peers. Helping children deal with problems and behavior and relate to their friends so that social independence and children's interactions with their environment are achieved (Mustofa, 2016). At this age children are seen to be stubborn, stubborn and ask for freedom so that especially as children they become difficult to manage, to Therefore, the role of parents needs to discuss the parenting pattern that will be determined by the parents (Septiari, 2012).

A similar statement was also obtain-

ned from the results of research conducted by Callista Roy (in Laura, et al, 2012) that humans are made up of biopsychosocial people who must adapt to other people through increasing their ability to achieve good relationships with others. The hypothesis of Calista Roy was identified through the parenting style that parents do for their children during the process of social independence and child interaction. The support provided by parents to children is through parenting, namely the way parents give love, and care for parents to teach and prepare children's abilities according to their wishes. Over a period of developmental time, children are taught how to deal with stress which includes the immune system, neurodevelopment, and the most common ways to deal with stress experienced by children. Parents teach children to get along with other people. Parents also play a role in enabling children to complete their personal developmental tasks such as picking up food, brushing teeth independently and playing snake and ladder games and cards bringing about the child's own social improvement achieved at their age.

Conclusion from the description above, aspects of the independence and interaction of children are influenced by stimulation/stimulation of parenting to children. the role of parents, teachers and children's companions play an important role in children's social independence where teachers help children at school when children have problems with their friends. Child companions can help children's social independence. The researcher understands that there are weaknesses in his research that only analyzes two factors, namely parenting patterns with social changes of the children themselves, while parenting patterns are not only associated with the ability of children's social independence, it is also related to speech and language skills, and gestures.

Based on the above research on the relationship between parenting patterns and the personal social development of children in Ummi Erni Kindergarten, Pematang Johar Village, then:

The results of 30 subjects, the majority there are 25 positive parenting patterns with normal child development (83.3%), positive parenting with suspected child's personal social development 0 (0%), negative parenting with normal child development 0 people (0%), and negative parenting with 5 children (16.7%). Based on the Chi-Square test analysis showed $P = 0.000$ ($P < 0.05$) implying a significant correlation between parenting patterns and personal social development of preschool children (3-6 years).

AUTHORS' CONTRIBUTION

Rahmaini Fitri Harahap and Marito Manullang collected research data. Nurul Hajah Butar-Butar and Nurfida studied and analyzed the data.

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This study is self-funded.

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CONFLICT OF INTEREST

There is no conflict of interest in this study.

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