

Relationship of Authoritarian Parenting on the development of Pre-School Age Children in Karya Indah Vilage Working Area UPT Puskesmas Pantai Cermin

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ABSTRACT

Health efforts carried out since the child is still in the womb until the first five years of life, aimed at maintaining its survival are aspects that explain the formation of development, both physically and psychosocially. rude and language. Child development is strongly influenced by the environment and the interaction between children and their parents. The purpose of the study was to determine the relationship between authoritarian parenting and the development of pre-school children. This type of research is descriptive analytic with a cross sectional design. The time of the research was carried out in June-November 2021. The place of research was carried out in the village of Karya Indah. The sample in this study were 88 respondents with random sampling technique. The research instrument used a questionnaire. Data analysis was carried out univariate and bivariate. The univariate result of the majority of parenting patterns being non-authoritarian is 75.0%. Bivariate results using the Chi-Square test showed that there is a relationship between authoritarian parenting and the development of pre-school children in Karya Indah village with a P value of 0.002 <0.05

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1. Introduction

Preschool childhood is an important period in the development of children. Because at this time the basic growth that affects and determines the next child's development. At this toddler age the development of language skills, creativity, social awareness and intelligence runs very quickly and is the basis for subsequent development. In reality, not all children can go through a period of optimal growth and development because they experience disturbances in the process of growth and development (Soetjiningsih, 2012).

WHO (World Health Organization) states that more than 200 million children aged under 5 years in the world do not fulfill their development potential and most of them are children who live in Asia and Africa. In the last few years, there have been various developmental problems in children such as motor delays, language, behavior, autism, and increasing hyperactivity. The incidence of developmental delays in the United States ranges from 12-16%, Thailand 24%, and Argentina 22%, while in Indonesia between 13%-18% (Hidayat, 2015). UNICEF said that in 2018 data was obtained that the incidence of growth and development disorders in children under five, especially motor development disorders, was obtained (27.5%) or 3 million children had disorders. National data according to the Indonesian Ministry of Health that in 2014, 13%-18% of children under five in Indonesia experienced growth and development disorders (Kemenkes, 2019).

Based on the results of the 2018 Basic Health Research (Riskesdas), the percentage of children with gross motor development disorders in Indonesia is 12.4% and fine motor development is 9.8%. Although this figure decreased compared to the 2012 Riskesdas results, gross motor development disorders in Indonesia were 8.8% and fine motor development was 6.2%, but the data shows that children with motor development disorders are still a major public health problem (Riskesdas, 2010). 2019).

Based on data from Riau Province, about 5 to 10% of children under five are estimated to have developmental delays. Data on the incidence of general developmental delays is not known with certainty, but it is estimated that around 1-3% of toddlers under the age of 5 years experience general developmental delays, toddlers who experience growth and development delays, one of the main factors is nutrition of 18.83% of toddlers and stimulation of 15.78%, as many as 5467 children detected by DDST (Denver Development Screening Test) only 5435 toddlers (1%) or 32 toddlers (Riau Provincial Health Office, 2020).

In the development of children there is a critical period, namely the age period of children under five years. In the first five years of life, the child's growth and development process runs very rapidly and optimally where children really need stimulation or stimuli that are useful for their development. Child development is strongly influenced by the environment and the interaction between children and their parents (Adriani, 2013). In the development of children, all aspects of the parents will have a big influence on the child. Parents are central figures in the development of children, especially in the pattern of parenting. A positive attitude is needed in guiding the growth and development of children to suit the stages of child development. This is the basis that the role of parents in parenting patterns can greatly determine children's social activities such as independence, helping activities at home and the surrounding environment (Kemenkes, 2016).

One of the factors in child development is the nurturing environment. In nurturing the role of parents is very important to monitor so that children can grow and develop properly. Parents need to know and recognize the characteristics and principles of a child's development. The interaction between children and parents is very beneficial for the overall process of child development. Children whose growth and development are good will guarantee a good survival for their future (Maryam, 2015).

According to research conducted by Yuniarti (2017) stated that preschool childhood is an important period in child development. In reality, not all children can go through a period of optimal growth and development because they experience disturbances in the process of growth and development and various other factors. Parenting patterns in child development greatly assist children in achieving and passing growth and development according to their age levels normally.

Likewise, research conducted by Diana (2019) More than 200 million children do not develop according to their potential because there are errors in parenting which is a child's basic need to grow and develop optimally. Fine motor development needs to be understood, especially at the beginning of the development period, namely in childhood. This is in line with research conducted by Doni (2020) which examined the relationship between parenting patterns and the growth and development of preschool children. The results show that there is a relationship between parenting and growth and development.

A child can experience developmental delays in only one developmental area, or it can be in more than one developmental domain. General developmental delay or global developmental delay is a state of significant developmental delay in two or more developmental domains. About 5 to 10% of children are estimated to have developmental delays. Data on the incidence of general developmental delays are not known with certainty, but it is estimated that around 1-3% of children under the age of 5 years experience general developmental delays (IDAI, 2013).

Based on the background and phenomena above, the researchers conducted a study entitled "The Relationship of Authoritarian Parenting to the Development of Preschool Age Children in Karya Indah Village in 2021"

2. Methods

The type of research used is descriptive analytic, which is to determine the relationship of authoritarian parenting to the development of preschool-aged children, with a cross sectional design where the independent and dependent variables are taken at the same time. The research was carried out in June – November 2021.

The population is the entire object of research or the object under study that is in accordance with certain characters/traits (Prawiroharjo, 2016). The population in this study were all mothers who had school-age children as many as 88 samples. With random sampling technique sampling.

Research instruments are all tools used to collect, examine, investigate a problem or collect, process, analyze and present data systematically and objectively with the aim of solving a problem or testing a hypothesis (Swarjana, 2015). The instrument used in this study was a questionnaire containing questions and observation sheets.

3. Results and Discussion

Tabel 1.

Distribution of the frequency of authoritarian parenting preschool age child development

No.	Authoritarian Parenting	Frequency (f)	Percentage (%)
1	Authoritarian	22	25,0
2	Not Authoritarian	66	75,0
Total		88	100

In table 1, it can be seen that the majority of non-authoritarian parenting patterns are 66 respondents with a percentage of 75.0% and an authoritarian minority as many as 22 respondents with a percentage of 25%.

Tabel 2.

The relationship between authoritarian parenting and development preschool age children

Parenting	Child development						Total		P Value
	Normal		Doubtful		Deviation		N	%	
	n	%	N	%	n	%			
Authoritarian	9	20,5	2	8,7	11	52,4	22	25,0	0,002
Not Authoritarian	35	79,5	21	91,3	10	47,6	66	75,0	
Total	44	100	23	100	21	100	88	100	

In Table 2. The results of the bivariate analysis using the chi-square test obtained p value = 0.002 or p value <0.05, meaning that there is a relationship between authoritarian parenting and the development of pre-school age children.

3.1 Discussion

The results of the bivariate analysis using the chi-square test obtained p value = 0.002 or p value <0.05, meaning that there is a relationship between authoritarian parenting and the development of pre-school age children. Parenting patterns are one of the interpersonal factors that can affect a child's development, but it is not the only interpersonal factor that affects a child's development, another interpersonal factor is the child's closeness to parents and the child's social network and parents' social network (Yulita, 2014). Parenting patterns are one of the interpersonal factors that can affect a child's development, but it is not the only interpersonal factor that affects a child's development, another interpersonal factor is the child's closeness to parents and the child's social network and parents' social network (Yulita, 2014).

The experience possessed, then one's knowledge will also increase. So with the experience possessed by parents, they can help in raising children and meeting the needs of children (Yusuf, 2011). Based on the results of previous studies and theories that refer to the relationship between parenting patterns and the development of children under five, where the results of research on authoritarian, democratic and permissive parenting patterns are related to early childhood development. Parents with democratic parenting, namely parenting with high acceptance and control attitudes, being responsive to children's needs, encouraging children to express opinions and providing explanations about the impact of good and bad actions will tend to support children's development well compared to parents who apply this pattern. authoritarian parenting and permissive parenting. As for what is meant by authoritarian parenting, namely low acceptance, but high control, physically punishing, commanding (requiring or ordering the child), being stiff and tending to be emotional and rejecting. Meanwhile, permissive parenting is parenting that ignores and pampers parenting. Parents with permissive parenting give freedom to children to express their impulses/wants and have a high attitude of acceptance but low control. (Yusuf, 2014). So it is necessary to do counseling about parenting patterns of children, so as to improve the quality of child development.

Other factors that can affect the development of children under five are nutrition, psychological, socio-economic, stimulation, and drugs. Development in toddlerhood is strongly influenced by the environment and parenting patterns of their parents (Adriana, 2011). The results of this study are supported by Ibnu, Aktriana Malik (2017) with the results of his research which shows that there is a

relationship between parenting patterns and the development of toddlers (1-3 years). The results of this study are also in line with research conducted by Deni Laili Kurniawati (2014) Posyandu Arjuna RW IV POS 3 Kemayoran Village, Krembangan District, Surabaya. According to research conducted by Yuniarti (2017) stated that preschool childhood is an important period in child development. In reality, not all children can go through a period of optimal growth and development because they experience disturbances in the process of growth and development and various other factors. Parenting patterns in child development greatly assist children in achieving and passing growth and development according to their age levels normally. Likewise, research conducted by Diana (2019) More than 200 million children do not develop according to their potential because there are errors in parenting which is a child's basic need to grow and develop optimally. Fine motor development needs to be understood, especially at the beginning of the development period, namely in childhood. This is in line with the research conducted by Doni (2020) which examined the relationship between parenting patterns and growth and development of preschool children. The results show that there is a relationship between parenting and growth and development.

According to the researchers' assumptions, authoritarian parenting can contain children who are easily offended, timid, gloomy, unhappy, easily influenced, easily stressed, do not have a clear future direction, and are not friendly. Based on the results of the study, it can be proven that when the researchers conducted an examination of children's growth and development using the KPSP questionnaire, when asking the question "what do you do when you are cold", the child did not answer immediately and there was a sense of cowardice in him. In addition, when the researcher gave orders to questions in the KPSP questionnaire with the command sentence "Put this paper on the floor", the child did not carry out the order, if we asked 1 more command line the child tended to be offended, and moody.

4. Conclusion

- a. The frequency of parenting patterns of the majority are not authoritarian as many as 66 respondents with a percentage of 75.0%.
- b. There is a relationship between authoritarian parenting on the development of pre-school age children with a P value of 0.002.

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