



## THE RELATIONSHIP OF PARENTING PATTERNS WITH THE EMOTIONAL DEVELOPMENT OF SCHOOL CHILDREN (10-12 YEARS)

Videla Lola Azalia\*<sup>ID</sup>, Nurti Yunika Kristina Gea<sup>ID</sup>, Lisna Nuryanti<sup>ID</sup>

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Institute of Health Sciences Medistra, Indonesia

### ABSTRACT

**Introduction:** Children are basically equipped with an emotional nature and must learn to regulate their emotions. Strong emotions can have an impact on a child's physical activity and can disrupt the balance of the child's body. Emotional development in children is influenced by parents' parenting patterns which include children's guidance in managing their internal and external lives. Parenting patterns that are less than optimal can cause anxiety and stress for both children and parents.

**Methods:** This study investigates the relationship between parenting styles and emotional development in school-aged children (10-12 years). Using a descriptive-analytical approach with a cross-sectional design. **Results:** This study found a significant relationship between parental parenting style and children's emotional development. Specifically, 56.2% of children showed good emotional development, while 43.8% showed sufficient emotional development. **Conclusions:** These findings support the conclusion that parental parenting styles are related to the emotional development of school-aged children.

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\*Correspondence:

Videla Lola Azalia

\*Email:

[videlalolaazalia@gmail.com](mailto:videlalolaazalia@gmail.com)

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### INTRODUCTION

The World Health Organization (WHO) reports that of the 23,979,000 child population, between 5 and 25% of children suffer from emotional development disorders. Around 9% of children suffer from anxiety disorders, 11-15% experience mild emotional disorders, and 9-15% experience behavioral disorders (WHO, 2017). Based on National Basic Health Research (Risksedas, 2018), The prevalence of child development in Indonesia reached 88.3% with the prevalence of social-emotional development reaching 69.9%, physical development reaching 97.8% and literacy development reaching 64.6%. Data shows that children's emotional development is quite high, which is in second place after children's physical development and followed by literacy development.

The problem of emotional development in children lies in the environment where there is a parenting style. Parenting style is the way parents reprimand, teach, or teach children about their lives both internally and externally (Dhiu Konstantinus Dua & Fono Yasinta Maria, 2022). Parenting patterns begin to be implemented when the child is born and are adjusted to the child's age and stage of development. In general, parents consider this period to be a problematic

age because at this time behavioral problems often occur due to the child being in the growth period. develop a unique personality and demand freedom (Firmansyah, 2017). Children's emotional development can be fostered during early childhood or the child's formative period where the child's introduction and experience are very important which can determine the child's personality as an adult (PP Sari et al., 2020). The parenting pattern of parents who are involved and sensitive in raising children, one of which is the pattern of interaction between parents and children which can have a positive and negative impact on the child's emotional development (Sukatin et al., 2020).

Children are believed to have different emotional development. The older a child gets, the more varied their emotional reactions become. Usually children have strong emotions, emotions that are often visible, emotions that are temporary and can be identified through the child's behavior (Muamanah, 2018). The formation of children begins or starts from the family, parents' parenting patterns towards their children determine and influence the child's social-emotional development (Nisa, 2019). Emotional development can control, process and controlling emotions in order to provide a positive response to every condition that occurs in children.



Stimulates the emergence of emotional development disorders (Firdausi & Ulfa, 2022).

Parental interaction patterns in interacting with children, parents tend to use their own methods, certain methods that they think are best for the child (Suteja, 2017). Children's interactions with parents in learning are very influential in expressing their emotions naturally. The influence of parents in the formation and development of emotions is very important, because many things in the family influence the child's growth and development process, starting from the formation of children's emotions to the parenting style of parents (Listiani & Nuryanti, 2021). This influence can be something that has a good or bad impact on the child, apart from having an impact on the individual, emotions also affect the child's social realm depending on how the child can improve his ability to manage emotions (Labudisari & Sriastria, 2018).

Parenting style in emotional development plays an important role because at this age children need good attention and support from parents to help the child's emotional development and formation quickly (Firdausi & Ulfa, 2022). The role parents, both father and mother, must be able to work together in the child's growth and development to shape the child's emotional abilities, where a father will be involved and apply a high level of discipline so that the child's tendency is to externalize behavior like the child's behavior. Emotional abilities must be formed, including anger, naughtiness, and deviant behavior, especially during school (Nuraeni & Lubis, 2022). Mothers have a very important role in forming children's living habits which will shape the child's character and traits through instilling habits (Sukatin et al., 2020) and play an important role in providing standards of behavior and sources of motivation for children to comply with these rules (Hidayat, 2015).

The influence of the family in the formation and development of a child's personality is very large, many factors in the family influence a child's development. The most influential factors are parents' employment status and their parenting practices (Febriani & Yulsyofriend, 2022). Working parenting style where parents are less assertive and pay less attention to the child's emotional development, where the parent's presence in the child's daily life is less compared to parents who do not work (Kundre & Bataha, 2019). As children get

older, they will become smarter and more independent. Some parents think that their children can be left alone to do as they like and play alone or with other caregivers such as baby siblings or grandparents, so it doesn't matter if they spend more time working. Due to a lack of attention from parents (Manado, nd).

Based on the data above, it can be seen that most parents focus on work and the way parents care for their children is different, so the parenting system is also different. Based on the results of a preliminary study in the form of interviews conducted by researchers with several children at SDN Karang Satria 02, they said that they felt uncomfortable being at home because the way their parents raised their children was too restrictive and too stressful. Parents who always emphasize their children to be champions or the best in their class. Therefore, researchers are trying to conduct research related to "The Relationship between Parenting Styles and the Emotional Development of School-Age Children at SDN Karang Satria 02 in 2023".

## **MATERIALS AND METHODS**

The type of research used is quantitative research which is descriptive-analytical with a cross-sectional statistical approach method where measurement of results or data collection is carried out simultaneously with statistical tests using chi-square (Henny, 2019). School-age students (10-12 years) at SDN Karang Satria 02 will be the population in this study, each consisting of 4 classes with a total population of 386 students and 197 students who were sampled with data collection techniques using simple random sampling. This research instrument used 2 questionnaires, namely a parenting style questionnaire and an emotional development questionnaire which was given directly to respondents (Mathematics, 2016). The parenting style questionnaire consists of 21 statements with the categories of democratic parenting, perfectionist parenting, and authoritarian parenting. The emotional development questionnaire consists of 30 questions with the categories of good, sufficient, and poor emotional development. Data were analyzed using the chi-square test to determine the distribution to produce univariate analysis and bivariate analysis.

**RESULTS**

**Table 1.** Frequency distribution of parenting styles (n=196)

Parenting	Frequency	Percentage %
Democratic (57-84)	62	31.4
Permissive (29-56)	25	12.9
Authoritarian (1-28)	109	55.7
<b>Total</b>	<b>196</b>	<b>100</b>

Table 1 shows that as many as 196 respondents (100%) obtained the results of the dominant parenting pattern being authoritarian parenting as many as 109 respondents (55.7%). Meanwhile, there were 25 respondents (12.9%) in the permissive parenting style category.

**Table 2.** Frequency distribution of children's emotional development (n=196)

Emotional development	Frequency	Percentage %
Good (90-119)	110	26.2
Fair (60-89)	86	43.8
Less (30-59)	0	0
<b>Total</b>	<b>196</b>	<b>100</b>

Table 2 shows that as many as 196 respondents (100%) obtained dominant emotional development results in good emotional development with 110 respondents (56.2%). Meanwhile, the last one in the emotional development category was less than 0 respondents (0%).

**Table 3.** The relationship between parenting styles and children's emotional development (n=196)

Parenting	Emotional development				Total	P value
	Good		Enough			
	N	%	N	%	N	%
Democratic	43	22.2	19	9.3	62	31.4
Permissive	10	5.2	15	7.7	25	12.9
Authoritarian	57	28.9	52	26.8	109	55.7
<b>Total</b>	<b>110</b>	<b>56.2</b>	<b>86</b>	<b>43.8</b>	<b>196</b>	<b>100</b>

Table 3 shows that at SDN Karang Satria 02 out of 196 (100.0%). Respondents who stated that their parenting style was in the democratic category were 62 respondents (31.4%), there were 43 respondents who experienced good emotional development (22.2%), and 19 respondents who experienced sufficient emotional development (9.3%). while the parenting style of parents in the permissive parenting style category was 25 respondents (12.9%) where there were 10 respondents who experienced good emotional development (5.2%) and 15 respondents who experienced sufficient emotional development (7, 7%), and parenting patterns in the authoritarian parenting style category were 109 respondents (55.7%) where there were 57 respondents who

experienced good emotional development (28.9%) and 52 respondents who experienced sufficient emotional development (26, 8%). Judging from the bivariate analysis that has been explained, it shows that the dominant parenting style is authoritarian parenting as many as 109 respondents (55.7%) while for emotional development the dominant is good emotional development for as many as 110 respondents (56.2%). Based on the chi-square statistical test, it was obtained that the P-value was 0.014 < value ( $\alpha = 0.05$ ). This shows that HO is rejected, which means there is a relationship between parenting styles and the emotional development of school-age children (10-12 years) at SDN Karang Satria 02

**DISCUSSION**

**Parenting**

The results of Table 1 show the authoritarian parenting pattern of 109 respondents (55.7%). Respondents stated that the parenting style at SDN Karang Satria 02 was in the authoritarian category, namely how parents gave provisions or rules to children with the aim of disciplining them child. Strict rules to enforce desired behavior characterize all types of authoritarian parenting (Jaya & Rw, 2021).

Authoritarian parenting is prescriptive because parents set rules and teach children that they must follow these rules (Hidayati, 2014). Rules that are too strict can cause children to become less creative because they are not allowed to express opinions and can affect the child's activeness and the sense of enthusiasm that arises within the child himself (R. Aditya Putri, N. Kamariyah, I. Nadatien, T. Sal Sabila, 2024). Most parents apply an authoritarian parenting style. Parents regulate all

their children's activities. Make rules that the child cannot challenge, then supervise the child in everything he does, show little respect for the child, and punish the child if he makes a mistake. Parents in this case should know more and apply better parenting styles so that the parenting patterns determined are in accordance with the child's development (Shellya Dwi Fanny, A'im Matun Nadiroh, 2023).

### **Emotional Development**

The results of Table 2 show that 110 respondents (56.2%) had good children's emotional development. This happens because there is an increase in children's ability to manage and express their own emotions when facing certain situations and conditions so that the emotions expressed by children can be positive or negative emotions. Emotional development is the process of learning to adapt to understanding situations and feelings when interacting with people in the environment, whether parents, siblings, or other people in everyday life (Yelvita, 2022). Emotional development is characterized by unstable and turbulent emotions. If this problem is not addressed, the child will be affected, such as the child becoming self-conscious and lacking self-control so the child tends to vent his emotions, where the child tends to get emotional, easily offended, cry easily, and confused, and sometimes feel afraid (Shellya Dwi Fanny, A'im Matun Nadiroh, 2023). Apart from having an impact on the child individually, emotions can also affect the child's social environment. Emoticons can be used as a source of self and social evaluation, and the management of children's emotions has a significant influence on the treatment of children by adults and is also the basis for the child's own self-evaluation (Labudisaria & Sriastria, 2018).

### **The Relationship between Parenting Patterns and Children's Emotional Development**

The results of Table 3 show that of the 196 respondents (100.0%) stated that the most dominant parenting style was in the authoritarian category with 109 respondents (55.7%) and emotional development was the most dominant in the good category with 110 respondents (56.2%). Based on the chi-square statistical test, the P-value was obtained at  $0.014 < \text{this value (a } 0.05)$ . This shows that  $H_0$  is rejected, which means there is a relationship between parenting patterns and the emotional development of school-age children (10-12 years) at SDN Karang Satria 02. This is because the parenting patterns provided by parents have a significant impact on children's emotional development. school aged 10-12 years. Research by (Kuswanto et al., 2022), shows that

authoritative parenting can support children's emotional development. Authoritarian parenting style, as mentioned by (Fikriyyah et al., 2022), can have a negative impact on the child's psychosocial development. In addition, research by (Masud et al., 2019) highlights that parenting styles that tend to be permissive can be associated with higher levels of aggression in adolescents. Apart from that, parental communication also plays an important role in children's emotional development. Research by (Munna et al., 2021) shows that parental communication patterns can influence the emotional development of children aged 4-5 years. This emphasizes the importance of positive interactions between parents and children in shaping children's emotional qualities. Apart from parenting, the role of the father also has a significant impact. (NOVELA, 2019) highlights that the role of fathers in early childhood care can influence children's emotional development. Thus, the involvement of both parents in providing good parenting is key in shaping children's emotional development. Thus, it can be concluded that parenting styles have a significant impact on the emotional development of school children aged 10-12 years. Authoritative parenting, good communication, the role of the father, and managing parenting in the midst of a pandemic are important factors that need to be considered to support children's positive emotional development.

This research shows that parenting patterns have a significant influence on the emotional development of school-age children (10-12 years) at SDN Karang Satria 02. Thus, parenting patterns will be a provision for determining the actions that will be used in making decisions as a form of decision-making. emotional development. Authoritarian parenting is characterized by rigid, firm, and coercive attachment (Listiani & Nuryanti, 2021). Parents provide various encouragement, the strong motivation that comes from within, rigid, firm, and forceful discipline (Listiani & Nuryanti, 2021).

Formed over time, discipline will become a habit. So rules can help curb unwanted child behavior. This is what will push someone towards success or vice versa. If the internalized values are good, strong, and appropriate for the child, then this also becomes a cognitive process that supports the child's success (DY Sari, 2021).

### **CONCLUSIONS**

Based on the research results, it shows that the parenting style at SDN Karang Satria 02 is in the authoritarian category by respondents with emotional development in the good category. There is a relationship between parenting styles

and children's emotional development at SDN Karang Satria 02.

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