



## Determinants of The Parenting Experiences for Toddlers and Pre-School Children

Erna Juliana Simatupang,<sup>✉</sup> Yizri Novfrida, Yanasita Mafluha, Rd. Deden Gumilar Nugraha  
Midwifery Academy of Bina Husada Tangerang, Indonesia  
National Population and Family Planning Agency in Banten Province, Indonesia

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### Abstract

Stunted growth in child development will pose a risk of various diseases, it is still found 11.5% of children under five in Indonesia have developmental disorders. This study aims to determine the determinants of childcare experience factors for toddlers and pre-school age. Using secondary data from the results of the 2019 BKKBN Program Performance and Accountability Survey (SKAP). This type of research is cross sectional. The study population was families who have toddlers and pre-school children, the study sample was 1316, with exclusion and inclusion criteria. Data analysis used univariate, bivariate and multivariate analysis, using the chi square test and logistic linear regression. From the research results, it was found that the related factors are; education level (p value = 0.00), number of children under five (P = 0.00), welfare level (P= 0.00), area of residence (P = 0.00). The most related factors were the level of education (OR 1.610) and the number of children (OR 2.421). It is hoped that the government can organize training programs or parenting classes and use local resources to improve childcare skills in families.

### Introduction

Children as the nation's next generation are expected to grow and develop optimally, several factors affect the growth and development of toddlers, lack of nutrition and stimulation. In Indonesia, stunted children are still found (19.3%), the child development index in Indonesia is still low compared to other countries. The development index of children aged 36-59 months, Indonesia is 88.3. The child development index in 2018 in Indonesia was highest in East Kalimantan 92, the lowest in Southeast Sulawesi 74.8, while in Banten the early childhood development index was at the 4th lowest after East Nusa Tenggara and Papua at 81.9. (Ministry of Health of the Republic of Indonesia, 2018). Family support for children in growth and development includes roles in nurturing children's growth and development. (BKKBN RI, 2018). Parental care is influenced by several factors such as parents' education,

area of residence, number of children, wealth quintile, maternal age, participation in insurance (BKKBN RI, 2018; Theresya et al., 2018).

The Index of Parenting Experience and Growth and Development of Toddlers and Pre-School Age Children, in 2017 and 2018 experienced an increase, the physical development aspect in 2017 (83.3%) and in 2018 increased to 85.9%, in the mental development aspect in 2017 (61.9%) and 2018 (67.1%), and for aspects of social development in 2017 (66.7%) and 2018 (70,0%). The index of parenting experience and child development in aspects of mental and social development in 2018, has not yet reached 80%, as is the aspect of physical development. (BKKBN RI, 2018). Based on the data above, it is still found that there are several conditions experienced by children in Indonesia due to poor growth and development.

<sup>✉</sup> Correspondence Address:  
Midwifery Academy of Bina Husada Tangerang, Indonesia.  
Email : jibpenkb@gmail.com

## Method

This type of research is a quantitative research with a cross sectional research design. The population in this study were families who had children under five at the time of data collection for the Program of KKBPB Performance and Accountability survey (SKAP)

in 2019. Samples are families who have toddlers with inclusion criteria; legally married couple, living together, age 14-49 years. This study uses secondary data from the results of the 2019 SKAP. The research data analysis was carried out using univariate, bivariate and multivariate analysis.

## Results and Discussion

Table 1. Distribution of Parenting Experience Frequency, Family Characteristics, Area of Residence and Insurance Ownership

Variable	Frequency	Percentage
Parenting Experience		
Low	709	53,9
Good	607	46,1
Age		
(≤34)	703	54,3
(>34)	613	46,6
Total	1316	100
Level of education		
Elementary school	670	50,9
Middle	474	36,0
Higher education	172	13,1
Total	1316	100
Number of Toddlers & Preschool Age Children		
Single child	1159	88,1
More than one child	157	11,9
Total	1316	100
Prosperity level.		
Low	183	13,9
Middle	739	56,2
High	394	29,
Total	1316	100
Residential Area		
Urban	887	67,4
Rural	429	32,6
Total	1316	100
Insurance Ownership		
Having Insurance	876	66,6
No Having Insurance	440	33,4
Total	1316	100

Source: SKAP, 2019

From table 1, it is known that the majority of parenting experiences are low (53.9%), the majority of the age of the head of the family is in the age group 34, which is 54.3%, the majority of the head of the family has a basic

education of 50.9%, the majority of the family has 1 toddler which is 88.1%, the majority with a medium level of welfare 56.2%, the majority of families live in urban areas 67.4%, the majority of families have BPJS insurance, which is 66.6%.

Table 2. Frequency Distribution of Aspects of Family Parenting Experience and Physical, Mental and Social Growth

<b>Physical Growth Aspect</b>	<b>Ya</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>N</b>	<b>%</b>
Children's height and weight are measured	946	71,9	370	28,1	1316	100
Children are given balanced nutrition	1087	82,6	229	17,4	1316	100
Children are immunized	1006	76,4	310	23,6	1316	100
Child is breastfed	966	73,4	350	26,6	1316	100
Children are given vitamins	795	60,4	521	39,6	1316	100
Children are treated when sick	820	62,3	496	37,3	1316	100
Children are taught to behave in a healthy way	353	26,8	963	73,2	1316	100
Other	96	7,3	1220	92,7	1316	100
Do not know	4	0,3	1312	99,7	1316	100
<b>Aspects of Mental Growth and Development</b>	<b>Ya</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>N</b>	<b>%</b>
Parents stimulate children	622	47,3	694	52,7	1316	100
Parents accompany to play	942	71,6	374	28,4	1316	100
Parents accompany to study	753	57,2	563	42,8	1316	100
Parents listen to spiritual songs/readings	424	32,2	892	67,8	1316	100
Parents as role models	537	40,8	779	59,2	1316	100
Parents teach to worship	775	58,9	541	41,1	1316	100
Parents teach gratitude	433	32,9	833	67,1	1316	100
Parents teach respect / respect for others	463	35,2	853	64,8	1316	100
Other	128	9,7	1188	90,3	1316	100
Do not know	6	0,5	1310	95,5	1316	100
<b>Aspects of Social Growth and Development</b>	<b>Ya</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>N</b>	<b>%</b>
Providing opportunities to play with children	1072	81,5	244	18,5	1316	100
Anak schooled/Early childhood education/Playgroup/Day Care	655	49,8	661	50,2	1316	100
Children are being taught	133	10,1	1183	89,9	1316	100
Children enter the competition	172	13,1	1144	86,9	1316	100
Children are invited to socialize with other people	670	50,9	646	49,1	1316	100
Others	159	12,1	1157	87,9	1316	100
Do not know	16	1,2	1300	98,8	1316	100

Source: SKAP, 2019

The category of children being taught healthy behavior is still low at only 26.8%. In the aspect of mental growth and development, the lowest presentation on parental activity was listening to spiritual songs/readings by 32.2%. In the aspect of growth and social development, the lowest presentation on children's activities was 10.1%.

There is a significant relationship between the level of education, the number of children owned by the family, the level of family welfare and the area of residence with the experience of family care for toddlers and pre-school age children. There is no relationship between age and insurance ownership with family care experience for children under five and pre-school age.

Parenting patterns affect the parenting experience of children, parenting patterns are related to parents' confidence in providing care, parental characteristics, parental personality

in general (Prabowo et al., 2017). Maternal age was not associated with sensitivity beliefs on the role of parents in child care. The higher the age will have good parenting attitudes and behavior, the adolescent age tends to provide less care. Age is related to care responsibilities, the higher the age the mother will have a better care attitude. The concept of parenting is different for older mothers, mothers who are older in parenting, experience less depression than younger mothers, where partners express less warmth to their partners, but focus more on parenting (Emmen & Grada, 2014).

One of the parents' knowledge about child care and upbringing is influenced by the level of education, the higher a person's education level, the more likely they will choose reliable information and have scientific evidence. Sources of information that have clear and reliable references. Mother's education influences many areas of child education efforts.

Table 3. Relationship between Family Characteristics, Residential Area and Insurance Ownership with Family Parenting Experience for Toddlers and Pre-School Age Children

Variable	Parenting Experience				Total		P Value
	Low		Good		f	%	
	F	%	f	%			
<b>Age</b>							
≤ 34	381	54,2	322	45,8	703	100	0,846
> 34	328	53,5	285	46,5	613	100	
<b>Level of education</b>							
Low	403	60,1	267	39,9	670	100	0,000
Middle	251	53,0	223	47,0	474	100	
High	55	32,0	117	68,0	172	100	
<b>Number of children</b>							
One child	656	56,6	503	43,4	1159	100	0,000
More than one child	53	33,8	104	66,2	157	100	
<b>Prosperity level</b>							
Low	120	65,6	63	34,4	183	100	0,000
Middle	414	56,0	325	44,0	739	100	
High	175	44,4	219	55,6	394	100	
<b>Residential Area</b>							
Urban	442	49,8	445	50,2	887	100	0,000
Rural	267	62,2	162	37,8	429	100	
<b>Insurance Ownership</b>							
Have no insurance	459	52,4	417	47,6	876	100	0,145
Having Insurance	250	56,8	190	43,2	440	100	

Source: SKAP, 2019; Analisis Data Statistik

Mothers with higher education tend to have the resources needed for child care and education, mothers will focus on things that are useful for child development and child education and have different psychological developments. Mother's education has a direct and indirect influence on children's educational attainment. Educated mothers tend to plan their children's education well. Educated mothers plan well for the development and future life of their children (Augustine, 2017). Mothers with higher education have higher quality interactions and show better parenting than mothers with lower education. In addition, fathers with a high level of education have better emotional control than those with low education (Pellerone et al., 2017).

Parental knowledge about child development is positively related to the quality of parent-child interactions and practices that promote child health development. Parents who have scientific evidence-based parenting knowledge show better parenting patterns or parenting practices compared to parents who do not have parenting knowledge (for example

in breastfeeding practices, calming crying babies and preventing injury to children) (Gadsden et al., 2016). The education level of parents shows differences in the approach to caring for children, parents with low education approach in caring for children with extra care, but in the academic setting the child is unstable. This strategy contributes to poor academic achievement in children (Idris et al., 2020). The better the level of parental education, the parenting pattern will increase, this is in line with a systematic review research, which was quoted by Emmen and Grada (2014) that mothers with higher education have higher positive parenting sensitivity scores in their parenting roles towards children ( $r(73)=0,34$ ,  $p<.01$ ). (Emmen & Grada, 2014)

The stimulation given to the child is adjusted to the child's ability based on the child's psychomotor and cognitive development according to age, the mother's or father's ability to provide a stimulus depends on the father's knowledge of the child's growth and development, parenting classes teach many things about parenting. Tutiek et al. (2018)

research with experimental design; one group pre-test and post-test design, said that there was a significant difference in the practice of parenting before and after attending parenting classes, indicated by the increased growth and development of children after mothers took parenting classes,  $p$  value 0.000 (Prabowo et al., 2017). Pufall et al, said that in Zimbabwe in the period 2001-2011, parents with higher education educated their children well. Literate mothers with secondary education are consistently associated with better educational outcomes for their sons and daughters (Pufall et al., 2016). A person's knowledge of parenting through the act of caring for his child directly ultimately affects his attitude about parenting and creates confidence in the parenting role. Caring for their child directly leads to positive care practices and parenting experiences. Parental warmth increases obedience to children in parental care. One measure of warmth is sensitivity to children's needs and how parents can express them well. (Leijten et al., 2018). Caring with love and compassion in Kirby's research (2019), is also defined as sensitivity to children's suffering/needs with a commitment to reduce suffering/meet children's needs (Kirby, 2020). As research by Kiff (2012) shows that the positive influence, appreciation, affection and involvement of parents with their children enable a good child temperament. Parenting with negative emotions is associated with difficult child temperament. Negative parenting can harm children (Kiff et al., 2012).

Direct practical actions make parents learn from the care provided and increase parental insight about child development. Gadsen et. al (2016), stated that the attitude of parents, mostly formed from the self-confidence of parents to provide care (parenting self-efficacy), the ability of parents, and this affects the development of children. Parental efficacy/confidence has been shown to affect the competence of parenting. Mothers become confident and have skills in caring for children, parents have confidence in their capacity to care for children. Parents who practice parenting regularly will increase their competence in caring for their children. (Gadsden et al., 2016). The behavior of parents in providing care for children has a significant

positive effect on children's growth; behavior has a direct effect on growth (0.427), meaning that each increase in behavior will increase growth by 0.427. Behavior also has a direct effect on children's development (0.321), meaning that every increase in behavior will increase the growth factor in children by 0.321 times (Prabowo et al., 2017). The self-confidence of parents in providing care is certainly different because they have different capacities for caring for children, which is caused by previous parenting experiences and the direct interactions provided when caring for children and providing stimulus to children. Families with more than one child have a good parenting experience, this is possible because of the previous experience of parents caring for and caring for children (Augustine, 2017).

Sufficient family economic conditions more or less affect the attitude of parents towards children, the socio-economic conditions of the family play a role in the development of children. For example, children whose parents earn enough, then these children have more opportunities to develop skills (Oemar & Novita, 2015). Low income, especially at the poverty level, generally weakens parenting. Parents with different socioeconomic status have different experiences and will apply different parenting styles. Parents carry out their activities in different places according to their social status. Economic conditions make parenting behavior different for children, experiences and daily life are also different, as well as the goals that parents have, the emotional climate they create in providing care. Socio-economic status greatly affects parenting, parenting patterns for children are adjusted to the economic conditions of their parents, such as parenting practices, the language used and the introduction of the world of education from the start at home, this will affect children's communicative abilities. Higher incomes have higher sensitivity confidence scores in parenting roles with  $r(65)=35,53$ . As stated by Conger & Donnellan, 2007 cited by Emmen & Garda (2014) that economic pressure results in lower quality of child care and in turn harms child development. (Emmen & Grada, 2014). Parents with higher education and greater economic resources will be exposed to, obtain,

and adopt information relevant to parenting practices more quickly than parents with lower socioeconomic status. (Roubinov & Boyce, 2017).

The wealth quintile shows a certain pattern of relationship to some parenting practices, where the higher the family wealth quartile, the better parenting practices in children's physical growth and development (BKKBN RI, 2018). Low socioeconomic status and family economic conditions will have an unfavorable parenting experience; low economic level affects the quality of parenting which will ultimately affect the child's brain development. White's Research et al. (2017) shows that positive parenting shows improvement in child development (Whittle et al., 2017). Low socioeconomic status and lack of time lead to failure in terms of children's education (Idris et al., 2020).

The importance of parenting references is influenced by the state of the social environment and social development, child care systems, cultural and ethnic values at a time when interactions between children and parents are important in family relationships. The influence of culture and civilization around it affects parenting patterns (Shabas, 2016). The skills and role of mothers are very valuable for the growth and development of children, parents who are skilled in parenting fully can quickly recognize the process of growth and development of children as early as possible and can provide stimulus from an early age for aspects of growth and physical development of children. It is important for parents to pay attention to the growth and development of babies, without parental guidance and attention, children's growth and development will not run optimally (Meliati et al., 2018).

Children's growth and development is supported by all the surrounding factors, children grow up in an environment that responds to their emotional needs Parents contribute to improving children's social competence by teaching them skills such as self-control, cooperation and developing positive relationships with peers. Parents can increase the promotion of learning and acquisition of social skills by building strong relationships with their children, parents socializing their

children to adopt culturally appropriate values and behaviors that enable them to become socially competent and act as members of social groups. The environment in which children are cared for will have an influence on their growth and development, socially competent children demonstrate good social skills, model positive relationships and provide experiences and opportunities that enrich and train their social skills. (Gadsden et al., 2016).

Based on the results of the multivariate test, it can be seen that the variable most related to the experience of caring for toddlers and pre-school age children is the level of education (p value = 0.000) with an OR of 1.610, meaning that the higher the level of education, the 1.6 times the experience of good parenting will increase. toddlers and pre-school children and the number of children (p value = 0.000), with an OR of 2.421, meaning that a large number of children will provide a good experience of parenting as much as 2.4 times. The higher the level of education and socio-cultural status, the higher the level of knowledge is. The level of knowledge starts from knowing, understanding, applying, analyzing, synthesizing, and evaluating. The higher a person's level of knowledge, the higher the individual's ability to judge material or objects as the basis of their actions, children who have better knowledge will have a tendency to better behavior (Hendriyani et al., 2018). Parents who raise children well, with good knowledge will give good knowledge to children. September et al. (2017) his research proves that there is a relationship between mother's knowledge about child growth and children's knowledge of parenting patterns in early childhood development (September et al., 2017).

A prospective study conducted by Pellerone, et.all (2017), for 1 (one) year on 209 samples in Sicily, Italy, to measure the perception of parenting between men and women, the results showed that parenting between fathers and mothers ( men and women to children is still low), the parenting pattern given by the father (male) with optimal affection is only 5.1% and the female (mother) who has the parenting pattern with optimal affection is only 25.2%. Research by Potharst, et.all (2021) on 247 parents who were trained

in providing parenting to their children showed an improvement in children's function in caring parenting. Interventions given to parents by providing training in parenting have been proven to improve parenting patterns with full attention to children and improve children's health status (children's psychosocial condition) after parents are given training. This shows that parenting classes are important in improving parenting patterns for children (Potharst et al., 2021). Parenting classes also have a significant influence on parenting practices by parents for their children and increase cognitive, affective and psychomotor development in children. (Jeong et al., 2021). Parenting classes and parenting training are proven to increase parents' knowledge and have a positive effect on the dimensions of parenting (September et al., 2017). Research on the application of parenting to children recommends that good parenting done at home is more likely to allow children to have a high sense of self-confidence, a parenting pattern that is developed looks at the overall aspects that maximize child development through education and training in parenting classes with a measurable curriculum that has been proven to have improved child's confidence (Bax et al., 2018) .

## Conclusion

Based on the results of the research and discussion, it can be concluded that there is a significant relationship between education level, number of children, welfare level and area of residence with parenting experience for children under five and pre-school age. The government must continue to increase efforts and programs that increase parental involvement in child care and development programs, provide training programs or parenting classes, communication and education as well as use local resources to increase parents' knowledge and understanding of parenting patterns. Program improvement can also be done through programs carried out by the BKKBN. Thank to BKKBN of Banten Province for conducting this research.

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