

Influences of Parenting Style on Independence and Confidence Characteristics of Pre-School Children

Fitri Yuliani^{1✉}, Awalya² & Tri Suminar³

¹ Early Childhood Education Programs (PAUD) Taman Belia Candi, Semarang, Indonesia

² Professional Counselor Education, Universitas Negeri Semarang, Indonesia

³ Non-formal Education, Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
July 2019
Accepted:
August 2019
Published:
April 2021

Keywords:

*independence,
parenting style,
self-confidence*

DOI

<https://doi.org/10.15294/jpe.v10i1.34279>

Abstract

This study aims to analyze the differences in independence and confidence character of preschool children (4-5 years) based on parenting style. This study used a quantitative approach. The population of this study was the parents of 4-5-year-old children of Early Childhood Education Programs (PAUD) Gugus Nusa Indah Candisari Sub-district Semarang. The sampling technique used proportionate stratified random sampling, and the calculation of sampling amount used Slovin's Formula to collect 112 respondents. The data collecting method used a questionnaire with a Likert scale as the measurement scale. The data analysis technique used ANOVA test to analyze the difference between independence and confidence based on parenting style. The results of the study showed that from the ANOVA test, the probability value ($p_{value} = 0.000$). Thus, it was found that there was a difference in pre-school (4-5 years old) children's independence and confidence level based on the parenting style. There was a difference in children's independence level based on the parenting style, the comparison of independence scale and parenting style was found that the value of the mean difference (MD) = 12.16 with the significance level of $0.000 < 0.05$. There was a difference in children's confidence level based on the parenting style, the comparison of independence scale and parenting style was found that the value of the mean difference (MD) = 18.5 with the significance level of $0.000 < 0.05$. The conclusion of this study is that there was a positive and significant difference in children's independence level based on the parenting style. There was a positive and significant difference in children's confidence level based on the parenting style.

© 2021 Universitas Negeri Semarang

✉ Correspondence address:

Singotoro No.10, Jomblang, Candisari,
Semarang, Jawa Tengah, 50256
E-mail: buyungvira@gmail.com

[p-ISSN 2252-6404](#)

[e-ISSN 2502-4515](#)

INTRODUCTION

Early childhood is a child in the age of 0 to 6 years who experiences a process of unique growth and development. Early childhood is the best opportunity to develop the potential for independence and self-confidence. If the development of children's potential independence and confidence is carried out early, it can foster readiness to undergo and follow the development of the age in the future. This is in accordance with what is stated by Hurlock (1980) that the beginning of childhood is started as an ending of infancy. The age in which dependence is practically passed, and replaced by the growth of independence and confidence that will end around the age when a child is entering primary school.

Being independent person is the primary ability of life and one of the needs of every human being in their early years. According to Astiati and Subroto (Wiyani, 2014) independence is the ability or skill possessed by children to do everything by themselves, both related to self-help activities and activities in their daily life without depending on others. It is based on a research conducted by Rantina (2015) on increasing children's independence through practical life learning activities. Other research conducted by Andriani (2012) on independence shows that independence can be developed by eating together, giving direction to children to do the stages of eating, motivating children and providing activities that lead children to independence.

Fadlillah & Khorida, (2013: 195) state that children find it difficult to experience independence because they are often spoiled and prohibited from doing some activities. Successful person usually has had independence since childhood. They are accustomed to dealing with many obstacles and challenges. Another study conducted by Geofanny (2016) on independence shows that there are significant differences in early childhood independence in terms of working and non-working mothers in Samarinda City Subdistrict.

The independent nature allows them to be firm in facing various challenges that ultimately lead to success (Naim, 2012: 162-164). Based on a research conducted by Sari (2016) on independence, the results show that children's independence can be increased through learning in natural resource centers. Similar research conducted by Lina (2015) shows that independence can be increased through the role playing method.

Confidence is also needed by children when they are performing in public and doing an activity.

Individuals who are confident will feel confident about themselves (Hakim, 2005). Lautser (in Ghuftron and Risnawati, 2010: 34) state that self-confidence is gained from life experience, it is one aspect of personality in the form of belief in one's ability so that they are not affected by others and can act according to will, excitement, optimism, and they will be tolerant and responsible. According to Affiatin (1998: 66), to increase self-confidence, aspects of personality are very important in actualizing all of their potential. Based on Firanda's research (2012) on self-confidence, the results show that there is no significant difference in self-confidence between children who take Playgroup and those who do not. A research conducted by Permatasari (2016) shows that children's self-confidence can increase through movement and song.

The type of parenting of each parent is different. The appropriate family education pattern will provide opportunities for their children to learn optimally. According to Baumrind in (Daryono, 2004: 44-47), parenting is divided into three types: authoritarian, permissive and democratic. Based on Muryanti's research (2013) on the Role of Parenting, the results show that there is no relationship between parenting style and language development of children aged 4-5 years. Moreover, a research conducted by Dewanggi (2012) on Parenting shows that parenting seen from parenting of healthy eating and living differ significantly by gender, there is a relationship between parents parenting with children's independence, children's independence based on the child's age and income family.

The application of improper parenting will result in inhibited children's social and emotional development. Improper parenting is parenting that is too spoiling children or even parents who push their children to their desires. Based on a research conducted by Latifah (2016), the results show that mothers and grandmothers apply good nurturing and attachment style. In addition, children raised by grandmothers have good independence and cognitive development. Another study conducted by Jannah (2012) finds that the dominant form of parenting applied by parents in cultivating moral behavior in early childhood is permissive and democratic parenting.

A research conducted by John Bowlby on *The Growth Of Independence In The Young Child*. Almost all parents expect their children to be independent and have confidence. Based on a research conducted by Ulniani (2015), parenting pattern shows a relationship between parenting pattern and the independence of early childhood. Another study by Cimi (2013) finds that parenting applied by parents is not a major factor influencing a child's self-confidence.

The researcher chose this problem with some factors in several PAUD institutions in Candisari Sub-district which the researcher observed that there were many 4-5 years old children that were not independent and confident. It was due to many parents who waited for their children in the school, many parents still helped their children eating, wearing and taking off their clothes, wearing their socks and shoes, and there were some children who asked to be accompanied to the bathroom. This study included the parents who had 4-5 years old children in PAUD Gugus Nusa Indah Candisari Sub-district that was chosen to be the location of this study. This study aimed to analyze the differences of pre-school (4-5 years old) children's independence with parenting style and analyze the differences of pre-school (4-5 years old) children's confidence with parenting style.

METHODS

The type of research used in this study was a quantitative approach. This study used the ex-post facto. Ex post facto research is an approach to research subjects to study what has been owned by research subjects without any intentional effort to give treatment

to bring out studied variables (Dantes, 2012). In this study the population was PAUD Gugus Nusa Indah Candisari Sub-district Semarang consisted of 7 institutions included TK ABA 20, TK Kartika III-22, TK Kanisius Santo Yusuf, TK Trisula, POS PAUD Kusumasari, KB Mulia, and POS PAUD Pelangi. In this study, the sampling technique used saturated sampling that was the sampling in which all of the population was used as the samples with the determined criteria.

The main characters in this study were the parents from 4-5 years old children in PAUD Gugus Nusa Indah Candisari Sub-district Semarang and the parents who did parenting directly to their children. The method of data collection used a questionnaire with a Likert scale. The data analysis technique used ANOVA test with the assistance of SPSS 23.

RESULTS AND DISCUSSION

The results of parenting style influenced pre-school (4-5 years old) children's independence and confidence seen from the distribution of parenting style, independence, and confidence scale, are presented in Table 1.

Table 1. The Pre-School (4-5 Years Old) Children's Independence and Confidence Level and Parenting Style

	N	M	SD	Std. Error	95% Confidence interval for mean		Min	Max
					Lower	Upper		
Parenting style	112	123.48	11.27	1.06	121.37	125.59	97	152
Independence	112	111.32	9.59	.90	109.52	113.11	87	131
Self confidence	112	104.97	8.84	.83	103.31	106.63	75	127
Total	336	113.25	12.55	.68	111.91	114.60	75	152

Based on Table 1. it can be seen that the average of parenting style was 123.48, independence was 111.32, and confidence was 104.97. In detail, the results of the description were presented in the following explanation that the average of children's independence was in good category with the percentage of 71.82% thus, it can be clearly stated that the children of PAUD Gugus Nusa Indah Candisari Sub-district Semarang had physical skills, they were confident, responsible, discipline, jaunty, mutual sharing, and could control their emotions.

The confidence level of the children was good with the percentage of 72.39%, thus it can be seen that the early childhood of PAUD Gugus Nusa Indah Candisari Sub-district Semarang were brave in expressing their opinions, asking and answering questions, proud of themselves, brave in doing something without any help, willing to overcome challenges and not easily give up, brave in keeping

what they understand, willing to be a winner, and proud of their works. The level of parenting style was good with the percentage of 72.72%, thus it can be stated that the early childhood of PAUD Gugus Nusa Indah Candisari Sub-district Semarang that was determined by authorized, democratic, and permissive parenting style was in good category.

The Results of Assumption Test

Normality test found that the level of independence, confidence, and parenting style were more than α value of 0.05. Therefore, all of the scores of independence, confidence, and parenting style scale were normally distributed. Homogeneity test showed that the data of independence, confidence, and parenting style scale did not have homogenous variation with sig value $0/035 < 0.05$.

Hypothesis test of this study on hypothesis one and hypothesis two that were tested consisted of the

different test of independence and confidence level based on parenting style. To test these hypotheses, the ANOVA test was used. Hypothesis test showed that the probability value ($p_{\text{value}} = 0.000$). If it was compared to the α value of 0.05, thus the probability calculation value was less than α or $0.000 < 0.005$. Therefore, it was found that there was a difference of pre-school (4-5 years old) children's independence and confidence level based on parenting style.

After conducting the ANOVA test, Post Hoc was used to find out the differences between the groups. Post Hoc test showed that in hypothesis one, "there was a difference of children's independence level based on parenting style." The comparison of children's independence and parenting style scale seen from the MD was 12.16, with significance level value of $0.000 < 0.05$. From the result, it was found that there was a significant difference in children's independence level based on parenting style.

On hypothesis two, it showed that "there was a difference in children's confidence level based on parenting style." The comparison of children's confidence and parenting style scale saw from the MD was 18.5, with the significance value of $0.000 < 0.05$. From the result, it can be stated that there was a significant difference in children's confidence level based on parenting style.

Based on Table 1, it can be seen that the probability value ($p_{\text{value}} = 0.000$). If it was compared to $\alpha = 0.05$, then the probability calculation value was less than α or $0.000 < 0.005$. Thus, it was found that there was a difference of pre-school (4-5 years old) children's independence and confidence level based on parenting style.

The findings of this study were supported by Santosa, and Marheni (2013) that there was a difference in independence based on parenting style. Also, the results proved the theory explained by Wiyani, and Ratri (2014) that parents' love and compassion to their children should be given because they can influence children's independence, if love and compassion were given excessively, the children would be less independence. It could be overcome if the interaction between children and parents was good.

These findings were relevant with the previous study conducted by Longkutoy, Sinolungan, and Opod (2015) that there was a positive and significant difference between parenting style and children's confidence with $p_{\text{value}} = 0.015$, thus $p < 0.05$ which means that the more democratic the parenting style, the higher children's confidence.

Moreover, the results of the study by Kamilia (2016) showed that there was the difference between

confidence and authoritarian parenting style by 7.27, confidence and authoritative parenting style by 18.78, confidence and ignorance parenting style by 31.57, and confidence and obliging parenting style by 47.25.

The results of this study were also supported by the theory stated by Hakim (2002) that one of the factors that influenced one's confidence was family environment (parents) that affected the early form of one's confidence. Confidence is one's belief in all aspect of his superiority, and it was realized in his daily behavior.

These findings support previous studies that parenting style affected the level of independence and confidence.

CONCLUSION

The conclusions of this study are there was a positive and significant difference in children's independence based on parenting style. There was also a positive and significant difference in children's confidence based on parenting style. Thus, it is suggested that parents should evaluate, give more attention, and increase their parenting style better because it determines children's independence and confidence.

ACKNOWLEDGMENT

The researcher wants to express my sincerest gratitude to all parties that have contributed to this study, including the advisors, headmaster, teachers, parents, and students of PAUD Gugus Nusa Indah Candisari Sub-district Semarang.

REFERENCES

- Andriani L, Sutiman & Wulandari W. 2012. Pengembangan Kemandirian Anak Tk Kelompok A Melalui Kegiatan Makan Bersama Di Tk Pkk 76 Guwosari Bantul. *Jurnal Pendidikan Anak*, 1(2):1-16.
- Affiatin T. dan Sri Mulyani M. 1998. *Peningkatan Percaya Diri Melalui Konseling Kelompok*. Yogyakarta: Psikologika, 6(3): 1-6.
- Baumrind, D., 1995. *Developmental Psychology: Original Descriptions of The Styles*, Available from URL: http://www.personal.psu.edu/user/parenting_styles.html
- Cimi A, Erlyani N & Rahmayanti D. 2013. *Pola Asuh Orang Tua Dengan Kepercayaan Diri Anak*. *DK*, 1(1):1-7.

- Dantes, Nyoman. 2012. *Metode Penelitian*. Yogyakarta: ANDI
- Dewanggi, M, Hastuti D & Hernawati N. 2012. Pengasuhan Orangtua dan Kemandirian Anak Usia 3-5 Tahun Berdasarkan Gender di Kampung Adat Urug. *Jur. Ilm. Kel & Kons*, 5(1):19-28.
- Fadlillah dan Khorida. 2013. *Pendidikan Karakter Anak Usia Dini*. Yogyakarta.: Ar-ruzz Media.
- Firanda, S. 2012. Perbedaan Rasa Percaya Diri Antara Anak Yang Mengikuti Playgroup Dan Tidak Mengikuti Playgroup Pada Kelompok A Di Taman Kanak-Kanak Aisyiyah Bustanul Athfal 3 Surabaya. *Jurnal Pendidikan*, 1(1):0 – 216.
- Geofanny, R. 2016. Perbedaan Kemandirian Anak Usia Dini Ditinjau Dari Ibu Bekerja dan Ibu Tidak Bekerja di Kecamatan Samarinda Kota. *Psikoborneo*, 4(4): 711 – 721.
- Hakim, Thursan. 2005. *Mengatasi Rasa Tidak Percaya Diri*. Jakarta: PT. Puspaswara.
- Hurlock. 1980. *Psikologi Perkembangan*. Jakarta: Erlangga.
- Jannah, H. 2012. Bentuk Pola Asuh Orang Tua Dalam Menanamkan Perilaku Moral Pada Anak Usia Dini Di Kecamatan Ampek Angkek *Pesona PAUD*, 1(1):1-10.
- John Bowlby, M.A., M.D. The Growth Of Independence In The Young Child. *Royal Society of Health Journal*, 76, 587-591.
- Kamilia, Siti. 2016. *Perbedaan Kepercayaan Diri Ditinjau Dari Pola Asuh Orang Tua Pada Remaja Kelas X Di Sma Dzannurain Banyuates Sampang*. Undergraduate thesis, UIN Sunan Ampel Surabaya.
- Latifah E, Krisnatuti D & Puspitawati H. 2016. Pengaruh Pengasuhan Ibu Dan Nenek Terhadap Perkembangan Kemandirian Dan Kognitif Anak Usia Prasekolah. *Jur. Ilm. Kel. & Kons*, 9(1): 21-32.
- Lauster, P. Cetakan kesembilan 2014. *Tes Kepribadian*. Jakarta: Bumi Aksara.
- Lina, E. 2015. Peningkatan Kemandirian Anak Di Sekolah Melalui Metode Bermain Peran Di Kelompok B Tk Pkk Prawirotaman Yogyakarta *Jurnal Pendidikan Anak Usia Dini* Edisi 10 Tahun ke-4 2015.
- Longkutoy, N., Sinolungan, J., & Opod, H. (2015). Hubungan pola asuh orang tua dengan kepercayaan diri siswa smp kristen ranotongkor kabupaten minahasa. *eBiomedik*, 3(1), 1-7. Retrieved from <https://ejournal.unsrat.ac.id/index.php/ebio/medik/article/view/6612>
- Muryanti, Purnaningrum W & Tirtawati D. 2013. Peran Pola Asuh Orang Tua Dalam Kemampuan Bahasa Anak Usia 4 – 5 Tahun. *Jurnal Terpadu Ilmu Kesehatan*, 3(5):172-174.
- Ngainun Naim. 2012. *Character Building*. Jogjakarta: Ar-Ruzz Media.
- Permatasari, E. 2016. Meningkatkan Rasa Percaya Diri Pada Anak Usia 4-5 Tahun Melalui Gerak Dan Lagu. *Jurnal AUDI*, 1(2):71 – 78.
- Rantina, M. 2015. Peningkatan Kemandirian Melalui Kegiatan Pembelajaran Practical Life. *Jurnal Pendidikan Usia Dini*, 9(2):1-20.
- Sari, W. 2016. Meningkatkan Kemandirian Anak Di Sentra Bahan Alam Pada Tk Bunga Mekar Kecamatan Seulimeum Kabupaten Aceh Besar. *Jurnal Ilmiah Mahasiswa Pendidikan Anak Usia Dini*, 1(1):108-114.
- Santosa, A. W. U. & Marheni, A. (2013). Perbedaan kemandirian berdasarkan tipe pola asuh orang tua pada siswa smp negeri di denpasar. *Jurnal Psikologi Udayana*, 1(1), 54-62. Retrieved from <https://ojs.unud.ac.id/index.php/psikologi/article/view/25048>
- Ulniani, Hendrawijaya AT, Imsiyah N. 2015. Hubungan Antara Pola Asuh Orang Tua Dengan Kemandirian Anak Usia Dini Di Kelompok Bermain (KB) Tunas Mulya Desa Dasri Kabupaten Banyuwangi. *Jurnal Edukasi*, 2015, 2(3): 22-24.
- Wiyani, N. A., & Ratri, R. K. (2014). *Bina karakter anak usia dini: panduan orangtua & guru dalam membentuk kemandirian & kedisiplinan anak usia dini*. Yogyakarta: Ar-ruzz Media.
- Santosa, A. W. U. & Marheni, A. (2013). Perbedaan kemandirian berdasarkan tipe pola asuh orang tua pada siswa smp negeri di denpasar. *Jurnal Psikologi Udayana*, 1(1), 54-62. Retrieved from <https://ojs.unud.ac.id/index.php/psikologi/article/view/25048>
- Wiyani, N. A., & Ratri, R. K. (2014). *Bina karakter anak usia dini: panduan orangtua & guru dalam membentuk kemandirian & kedisiplinan anak usia dini*. Yogyakarta: Ar-ruzz Media.