

## **The Relationship Between Parenting And Psychosocial Development of Preschool-Aged Children in Lawey Village, South Wawonii District**

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### **Article Info**

### **Abstract**

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The growth of preschool-aged children can be assessed through weight, height, and head circumference. Development is evaluated based on motor skills, social, emotional, language, and cognitive abilities. Growth and development disorders are not only caused by poor nutrition, short stature, stunting, or excess nutrition but also by psychosocial disturbances. One influential factor in the psychosocial development of children is the parenting style of the parents. Data from the Bobolio Health Center in 2020 reported 209 cases of preschool-aged children experiencing psychosocial issues. This study aims to examine parental upbringing patterns, psychosocial development, and the relationship between parental upbringing and psychosocial development in preschool-aged children. This study is a quantitative research with a Cross-Sectional design. The population consists of 45 individuals, with a sample size of 40. Data collection involved using questionnaires on parental upbringing patterns and psychosocial development. Inferential analysis was conducted using Fisher's exact test with a significance level of  $\alpha = 0.05$  and a 95% confidence level. The strength of the relationship between the variables tested was determined using the Phi Coefficient. Parental upbringing patterns were categorized as adequate for 33 respondents (82.5%) and inadequate for 7 respondents (17.5%). Psychosocial development in terms of initiative was observed in 28 respondents (70%), while feelings of guilt were seen in 12 respondents (30%). There was a significant relationship between parental upbringing patterns and the psychosocial development of preschool-aged children, supported by a Phi value of 0.704 indicating a strong correlation.

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## **1. INTRODUCTION**

The growth and development of preschool-aged children occur in a regular, continuous, and complex manner. Growth is measured through weight, height, and head circumference, while development is observed in motor skills,

social and emotional abilities, language, and cognition. Issues with growth and development are not limited to poor nutrition but also include short stature and obesity. The prevalence of malnourished toddlers is 7.3%, obesity is 5.9%, and stunting affects 21.9%. The Indonesian Ministry of Health reported that in 2018, 16% of Indonesian toddlers experienced developmental disorders including motor, hearing, intelligence, and speech delays. Approximately 28.7% of preschool-aged children experience psychosocial development issues. Social development disorders among preschool children in Indonesia reach 69.9%. Problems with social development in preschool children often manifest in behavior issues such as reluctance to play with peers or share with others.

The document you have provided contains information on the psychosocial development of preschool-aged children in the South Wawonii District. It discusses the prevalence of psychosocial issues among children in different regions and highlights the importance of parental upbringing in shaping a child's social and mental behaviors.

The study aims to investigate the relationship between parental upbringing patterns and the psychosocial development of preschool-aged children in Lawey Village. The methodology involves a quantitative research approach with a Cross-Sectional design. The population under study consists of all residents in Lawey Village with preschool-aged children in 2021, totaling 45 individuals. A sample size of 40 individuals is determined using the Slovin formula, with specific criteria for inclusion and exclusion.

Data collection involves the use of questionnaires on parental upbringing patterns and the psychosocial development of 3 to 5-year-old children, to be completed by the parents as respondents. The collected data will undergo editing, coding, and data entry processes using a computer for analysis.

Inferential analysis will be conducted to assess the relationship between independent and dependent variables, utilizing Fisher's exact test and Chi-Square test with a significance level of  $\alpha = 0.05$ . The study aims to shed light on the significance of parental upbringing patterns in influencing the psychosocial development of preschool-aged children and to contribute to understanding and addressing psychosocial issues in this age group.

## **2. METHODS**

The study aims to investigate the relationship between parental upbringing patterns and the psychosocial development of preschool-aged children in Lawey Village. The methodology involves a quantitative research approach with a Cross-Sectional design. The population under study consists of all residents in Lawey Village with preschool-aged children in 2021, totaling 45 individuals. A sample size of 40 individuals is determined using the Slovin formula, with specific criteria for inclusion and exclusion.

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### 3. RESULT AND DISCUSSION

Based on the research results obtained from the questionnaires filled out by the respondents, the parenting patterns and psychosocial development of preschool children in Lawey Village, South Wawonii District, are as follows:

**Table 1. Parenting Distribution in Preschool Children in Lawey Village, South Wawonii District**

No	Parenting style	n	%
1	adequate	33	82,5
2	Insufficient	7	17,5
	Total	40	100

Table 1 shows that out of 40 respondents, 33 respondents (82.5%) have sufficient parenting patterns and 7 respondents (17.5%) have insufficient parenting patterns.

**Table 2. Distribution of Psychosocial Development in Preschool Children In Lawey Village, South Wawonii District**

No	Psychosocial Development	n	(%)
1	Initiative psychosocial development	28	70
2	Feeling of guilt psychosocial development	12	30
	Total	40	100

Table 2 shows that out of 40 respondents, 28 respondents (70%) have good psychosocial well-being and 12 respondents (30%) have poor psychosocial well-being.

#### **Inferential Analysis**

Distribution of the Relationship Between Parenting Patterns and Psychosocial Development of Preschool-aged Children.

**Table 3. Distribution of Parenting Styles Relationship with Psychosocial Development of Preschool Children in Lawey Village, South Wawonii District**

Parenting Style	Preschool pesychosocial				Total		X <sup>2</sup> Tabel	X <sup>2</sup> count	Phi (φ)
	Initiative	<u>Feeling Guilty</u>							
		n	%	n	%	N			
Adequate	28	70	5	12.5	33	82.5	3.8415	0.000	0.704
Insufficient	0	0	7	17.5	7	17.5			
Total	28	70	12	30	40	100			

Based on the results of the computer program test, a p value of 0.000 was found because the p value is less than or equal to the alpha ( $\alpha$ ) value of 0.005, which means there is a relationship between the parenting styles of preschool children and the psychosocial development of preschool children. This is further supported by a Phi ( $\phi$ ) value of 0.704, indicating a strong relationship.

The research results show that out of 40 respondents, 33 respondents (82.5%) have adequate parenting styles and 7 respondents (17.5%) have inadequate parenting styles. In terms of psychosocial development, out of 40 respondents, 28 respondents (70%) exhibit initiative psychosocial development, and 12 respondents (30%) exhibit guilt psychosocial development.

Based on the research by Utami et al. (2017), it is shown that the majority of respondents have a democratic parenting style. This parenting style involves the behavior of parents in educating, guiding, disciplining, and protecting children over time.

According to the research by Alini and Indrawati (2020), there is a relationship between the level of parental education and parenting styles towards the psychosocial development of preschool children. The results indicate a significant relationship between parental education level and parenting styles on the psychosocial development of young children (preschool age).

From the Inferential analysis in this study, it is observed that 33 respondents (82.5%) have adequate parenting styles, with 28 respondents (70%) showing initiative psychosocial development. This study is supported by Yulianto's research (2017), which suggests that parents using a democratic parenting style do not restrict children's activities as long as they do not violate existing norms, leading to the natural emergence of children's initiatives.

Additionally, 33 respondents (82.5%) exhibit adequate parenting styles with 12% showing guilt psychosocial development. This finding is supported by

Setyowati et al. (2017), indicating that low levels of psychosocial development in children suggest that they are not yet capable of performing activities for themselves. Insufficient stimulation provided by mothers can hinder children from being proficient in self-directed activities.

In this study, 7 (17.5%) of the respondents lacked proper parenting with no sense of initiative in psychosocial development. 7 respondents (17.5%) lacked proper parenting, leading to feelings of guilt in psychosocial development. This research is supported by Marini (2005) stating that parents are the first educators for their children. Parents play a crucial role as educators, guides, and protectors for their children to ensure they grow and develop good psychosocial well-being. Poor parenting can negatively impact a child's psychosocial development.

Good parenting involves expressing love (hugging, kissing, praising), emotional training, and setting boundaries for children, resulting in them feeling noticed, confident, and building a good character. This significantly influences early childhood development, including social, fine motor skills, and gross motor skills development. Children who feel loved and cared for by their parents are not afraid to interact with others, are more expressive, creative, and willing to try new things, leading to optimal development, especially for children under 5 years old.

Normal developmental patterns vary among children due to numerous interacting factors. Parenting styles, parental stimulation, child health, and the child's motivation in each developmental stage all play a role. Parenting styles can determine or influence a preschooler's development. It involves parenting that is not overly restrictive but still monitors needs and development, meets children's needs, and maintains open communication. Parenting that is overly controlling and neglectful of a child's needs and development can lead to inappropriate child development.

#### **4. CONCLUSION**

Based on the results of the research and discussion in this study, it can be concluded that: Parenting style with the category of 'sufficient' was found in 33 respondents (82.5%) and those with insufficient parenting style were 7 respondents (17.5%). Psychosocial development of initiative was observed in 28 respondents (70%) while psychosocial development of guilt was seen in 12 respondents (30%). There is a correlation between the parenting style of preschool children and their psychosocial development, as evidenced by the Phi ( $\phi$ ) value of 0.704, indicating a strong correlation.

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