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ANALYSIS OF SOCIOECONOMIC STATUS, PARENTING STYLE, AND ENVIRONMENT ON EARLY CHILDHOOD DEVELOPMENT

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Abstract

The purpose of this study was to analyze the influence of economic background, upbringing, and environment on the development of early childhood students of class B Kindergarten in the Taktakan District, Serang City. This research is categorized as explanatory research, namely research that aims to explain the causal relationship between variables through hypothesis testing. The population in this study were students of TK B group who were in Taktakan District, Serang City. There are 12 kindergartens in Taktakan District with a total of 507 students. The sample in this study amounted to 51 people. Research variables in path analysis are divided into independent variables and dependent variables. The results showed that in total there was no significant and positive effect of Economic Background on the Environment with a P-Value of 0.054 > 0.05. 2. The results show that in total there is no significant and positive effect of Economic Background on Early Childhood Development with a P-Value of 0.595 > 0.05. 3. The results show that in total there is a significant influence and positive value of Family Parenting Style on the Environment with a P-Value of 0.000 <0.05. 4. The results show that in total there is no significant and positive effect of parenting style on early childhood development with a P-value of 0.746 > 0.05. 5. The results show that in total there is a significant and positive influence of the Environment on Early Childhood Development with a P-Value of 0.746 > 0.05.

Keywords: Economic Background; Family Upbringing; Early Childhood Development.

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INTRODUCTION

Education plays a very important role in the development of one's science. The success of a person's education is greatly influenced by a number of factors including the talents and intelligence of children, the family environment and the surrounding environment, and teaching and learning activities at school. Education in the family is often referred to as the first education, because in this environment the child first gets education, guidance and care as well as habituation and training (Afriyani, 2019).

Children are unique individuals and experience rapid development in all aspects of their development where changes occur in those aspects of development. Early childhood is also called a critical period because if at that time these children receive less attention in education, care, treatment and services for children's health and nutrition needs will not be able to grow and develop optimally (Suyono, 2016). Early childhood education is providing guidance. Stimulation, as well as providing activities that develop the child's talents and skills. Early childhood education is education designed to support the general growth and development of children in all aspects of personality (Aqidatul Ummah Dharma Wanita & Aprilina Nisa Fitri, 2020).

Early childhood development is part of total human development, which includes physical, motor, cognitive, language, and social-emotional development. Development resulting from learning factors can occur in various environmental situations where there is an interaction between children with others and the surrounding natural environment (Khairi, 2018).

With schools, all childcare-related activities and services are closed and more children than adults are prohibited from leaving the house. Family living conditions changed profoundly and unexpectedly during the lockdown. In the home environment, the role of educating and supporting parents has become more important than ever. However, parents are left alone to manage homeschooling and childcare in an unprecedented way. The closure of schools and childcare facilities causes children to miss out on learning opportunities, as well as the loss of interaction with their peers and with other important educational figures such as teachers (Wang et al., 2020). In addition, babysitters and grandparents are not available due to mobility restrictions, and contact with other children is not allowed. Many parents also have to work from home with the added problem of managing time and space in the household. Having to live together 24/24 hours potentially presents a particular challenge for families with low socioeconomic status, who live in small, crowded homes. In this condition, the child does not have enough space for movement, play, and more limited activities and depends on the ability and/or possibility of the parent to engage with the child. Parents, on the contrary, do not have time and space for themselves, for a partner, and limited possibilities to disengage from parental duties.

Character in Early Childhood must be applied from the beginning of growth in its golden age. The difficulty for educators in instilling character from an early age is the lack of communication and cooperation between the school and parents. During the process of cultivating character, it turns out that there are still many whose development is not good due to the process of cultivating character in the parenting style at home that is not supportive. Therefore, educators and parents must work well together in applying the right parenting style to the child (Riati, 2016). In Early Childhood development, some factors influence this development. Among them are economic background, parenting, and environment (Hildayani, 2018)

The family's economic background is based on the family's income and education, as well as the employment rate of adults in the household. This socioeconomic status has an indirect effect on Early Childhood development. Low socioeconomic status is usually associated with the environment in which the family lives and the quality of nutrition, health care, and schooling available to them.

The common saying that parenthood is the hardest and most fulfilling job in the world resonates with many. Parents shoulder a myriad of challenging responsibilities in raising the next generation during their long adulthood, but having children also gives adults a sense of purpose and meaning in life (Musick et al., 2016; Nelson et al., 2013; Nomaguchi et al., 2017).

Parenting styles applied by families also affect early childhood development. Whether the family uses authoritarian, democratic, or permissive parenting (Puspita Sari & Mulyadi, 2020). All

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three determine how a child will develop. In addition, the family and school environment are environments that are very close to the child. The family has a great role and function in supporting optimal child development. Hurlock stated that a positive parental attitude will have a positive and good impact on children's behavior. Conversely, if the attitude of parents who do not pay attention and be indifferent to children, then children will tend to be irresponsible and have bad behavior. Similarly, the school environment also supports early childhood development. Because the school environment is the second social environment after the family known by children. Based on this, it is necessary to know how significant influence these factors have on development in Early Childhood.

During the 2010s, research on parenting, parenting, and well-being produced rich and varied work, proving the importance of understanding the leading role of today's people. The decade began after the Great Recession when people in developed countries were reminded of the harsh reality of economic insecurity, economic inequality, and thus uncertainty about children's futures (Cohen, 2016; Fitzgerald, 2016). The recognition of diffusion and the deepening of norms of intensive parenting, seems to be accelerated by the emergence of economic insecurity (Huang & Lee, 2019; Ramey & Ramey, 2010), encourage researchers to investigate the well-being of parents, when mothers and fathers appear. is under pressure. The decade saw an increase in cross-country studies and the work of European scholars on the well-being of older people, many of whom were motivated by understanding the reasons for low fertility (Aassve et al., 2015). These studies found that whether parents are less happy and more depressed than non-parents depends on social context, including the type and level of support the state provides to help raise children (Glass et al., 2016).

Economic problems at home greatly affect the smooth education of children. Many students are forced to drop out of school due to financial problems, and they have to find jobs to support their parents. This happens because they cannot afford school and cannot afford textbooks. Limited funds owned by parents can affect the development of early childhood due to the lack of adequate learning facilities. The availability of learning facilities at home certainly makes it very easy for children to help achieve their development. The results of this development are very important to determine the next steps later so that children can get good results (Kweon et al., 2017)

Parenting is the "interaction between parents and children during their care". Based on this, it can be concluded that parenting is a relationship between parents and children, parents are tasked with encouraging children to change behavior, knowledge, and values that are considered most appropriate by parents so that children can be independent, grow and develop healthily and optimally (Puspita Sari & Mulyadi, 2020).

There are many kinds of parenting styles applied by families. In general, Hurlock divides parenting into three types: first, Authoritative Parenting: This parenting style implements one-way communication where parental rules must be followed and followed by children. The second is Authoritative (Democratic) Parenting: in this parenting style parents and children are in an equal position in decision making that considers the benefits of both parties. Third is Permissive Parenting: parents give complete freedom to the child to decide. Parents are loose, do not give guidance and control, and pay less attention (Jamiatul et al., 2020)

Preschoolers will usually imitate what parents teach, either directly or indirectly. So that parents must be able to increase their knowledge and ability in creating a conducive family environment and conditions to support the child's development process (Saputro et al., 2017). The family is responsible for maintaining and developing its family members. Families, especially parents, are expected to prepare children to be able to run their future lives well. The role of parents is very large in helping children to develop reasonably and be ready to enter the gates of their lives in the future in a very complex society(Sinaga et al., 2019)

Based on this background, the formulation of the problem that can be formulated in this study is as follows: the first is to find out whether economic background affects early childhood development. Furthermore, does family parenting affect early childhood development? And does

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the environment affect early childhood development? And do economic background, family parenting, and environment simultaneously affect early childhood development?

The purpose of this study is to find out and describe how the economic background of grade B kindergarten students in Serang City Taktakan District, how the parenting style of grade B kindergarten students in Serang City Taktakan District, and how the environment around the homes and schools of grade B kindergarten students in Serang City Taktakan District. The benefit of this study for researchers is to find out how much influence economic background, family parenting, and environment on the early childhood development of grade B kindergarten students in Serang City Taktakan District. The benefit for educators is to know the extent of these influences so that they can apply things that support early childhood development. While the benefits for parents in this study are expected to improve economic background, parenting, and environment to support good development of early childhood.

METHODOLOGY

This research is categorized as explanatory research, which is research that aims to explain the causal relationship between variables through hypothesis testing. A correlation study is a study that involves collecting data to determine if there is a relationship between two or more variables and the degree of that relationship. Sukardi (2011: 166). In this case, researchers will see how much influence economic background, family parenting, and environment have on Early Childhood development.

The method used in this study is the quantitative method. According to Ratna Wijayanti (2021) Quantitative research refers to the philosophical view of positivism. This philosophy of positivism sees a phenomenon in research can be classified, as relatively fixed, concrete, observable, measurable, and the relationship of symptoms is causal.

The subjects in this study were students of kindergarten group B located in Serang City Taktakan District. The kindergartens in Taktakan District are 12 kindergartens with a total number of 507 students. The sample in this study amounted to 51 people.

Research variables in path analysis are divided into independent variables and dependent variables. According to Ratna Wijayanti (2021), Independent variables are variables that affect the dependent variable either positive influence or negative influence. The independent variable will explain how the problem in the study is solved. Also called predictor/exogenous/independent variables. Dependent variables are variables that are the center of attention of researchers or become the main concern in a study. The nature of a problem and the purpose of the research are reflected in the dependent variable used. The research variables are listed in Table 1 below:

Table 1. Research Variables

Independent Variable	Dependent Variable
Socioeconomic Status (X_1)	Early Childhood Development (Y)
Parentung Style (X_2)	
Environment (X_3	

Variable measurement is developed from indicators contained in the description of variables and transformed into question items. Then structured questions are arranged according to the variables through questionnaires or questionnaires to obtain primary data. To collect data on the economic background of parents, family parenting, and student environment used questionnaires in the form of several questions that revealed benchmarks about the state of parents' economic background, family parenting, and environment. The way of scoring each answer to the question item given to respondents has the following values: answer choice A has a value weight of 4, answer choice B has a value weight of 3, answer choice C has a value weight of 2, and answer choice D has a value weight of 1.

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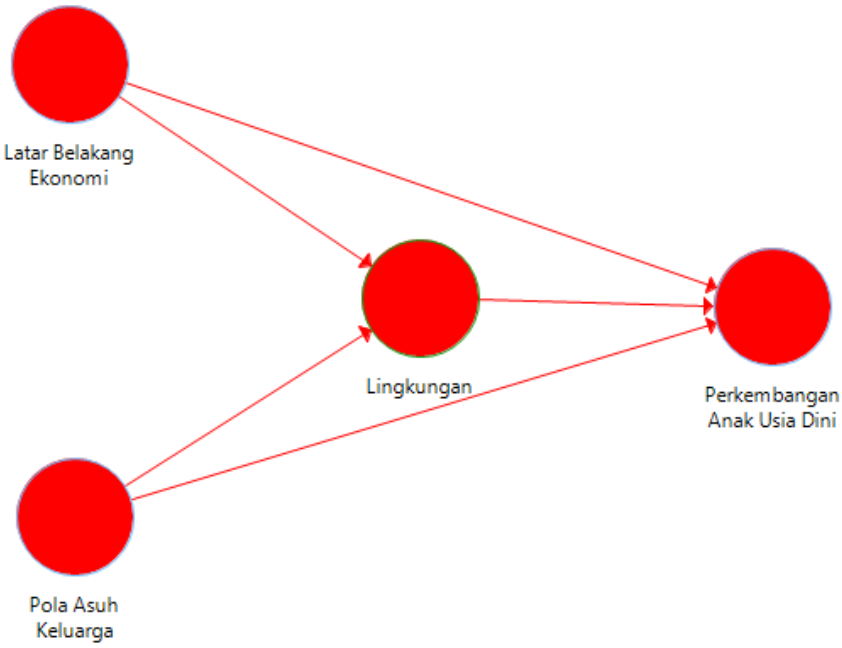
The Path Analysis model in this study is as follows:



RESULTS AND DISCUSSION

Outer Model Evaluation

The outer model is often also called outer relation or measurement model specifying the relationship between the variables under study and the indicators (Bastian, 2014). The initial model of this study is as follows: the construct of Early Childhood Development is measured by 3 reflective indicators, namely: Economic background, Parenting, and Environment. Economic Background is measured by 4 reflective indicators, Parenting is measured by 5 reflective indicators, Environment is measured by 9 reflective indicators, and Development in Early Children is measured by 14 reflective indicators.

Convergent Validity

The convergent validity of the measurement model can be seen from the correlation between the indicator score and its construct score (loading factor) with the criteria for the loading factor value of each indicator greater than 0.70 can be said to be valid. Furthermore, the p-value of < 0.05 is considered significant. A loading factor between 0.50-0.70 should still be considered to be maintained. Furthermore, it was also explained that the indicator with loading < 0.50 was removed from the model. Removal of indicators with loading between 0.50-0.70 is done if the indicator can increase AVE and composite reliability above the limit value. The limit value for AVE is 0.50 and composite reliability is 0.50 (Wijayanti et al., 2017)

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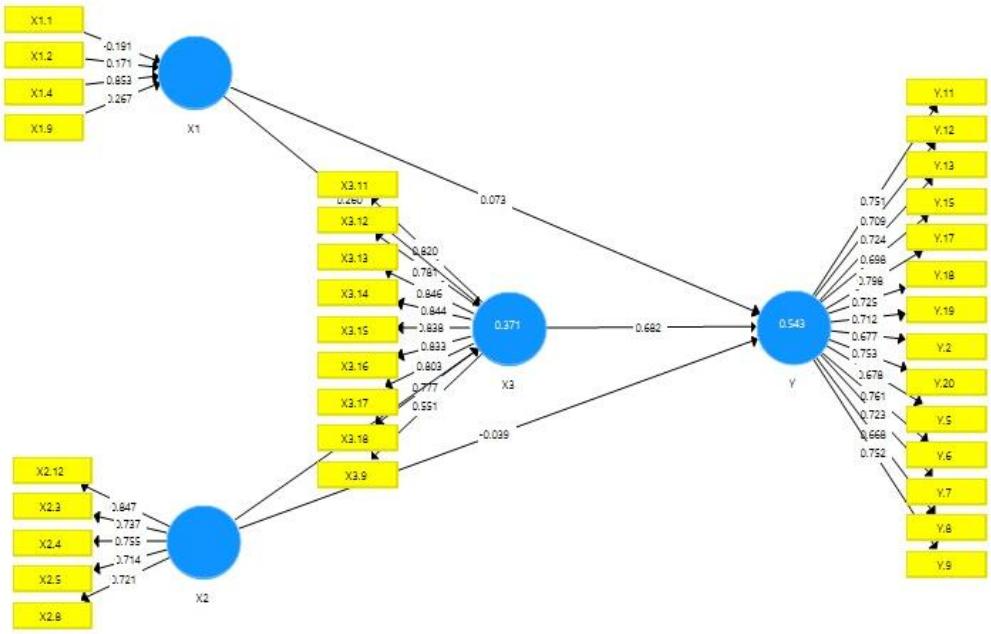

Figure 2. Convergent Validity

Based on the measurement model above, all indicators are analyzed on research variables with a loading factor greater than 0.50 so that they are declared significant or meet the convergent validity requirements.

Average Variance Extracted (AVE)

Average Variances Extracted (AVE) / average variation value in the Economic Background variable of 0 < 0.50 while for the Parenting variable of 0.572 > 0.50, the Environmental variable of 0.629 > 0.50, and the last in Early Childhood Development of 0.525 > 0.50.

Table 2. Ave Testing

Construct	AVE
Socioeconomic Status	
Parentung Style	0.572
Environment	0.629
Early Childhood Development	0.525

Source : Data Analysis with AVE PLS

Looking at the AVE value in the table above, it can be seen that the variable whose value is >0.50 can be said that the indicator that has been measured can reflect their respective variables validly.

Cronbach's Alpha and Composite Reliability

According to Umar in (Arsih et al., 2018) mentions that reliability tests for alternative answers of more than two use Cronbach's Alpha test whose value will be compared with the value of the minimum acceptable reliability coefficient. Where reliability less than 0.6 is less good, 0.7 is acceptable and 0.8 is good.

Table 3. Cronbach's Alpha and Composite Reliability

	Cronbach's Alpha	Composite Reliability
Socioeconomic Status		
Parentung Style	0.815	0.870
Environment	0.924	0.938
Early Childhood Development	0,930	0.939

Sumber : Data Analysis with PLS AVE Cronbach's Alpha dan Composite Reliability

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Inner Model Evaluation and Outer Loading

The inner model is a test carried out by evaluating latent constructs that have been hypothesized previously in research. Bootstrapping is a statistical sampling process, which means that respondents are randomly drawn from the original sample many times until they obtain observations (Rino Tri Hermawan, 2016). Evaluation of the inner model can be done with three analyses, namely by looking at R2, Q2, and F2, as explained as follows:

R^2 Analysis

The value of R^2 indicates the degree of determination of the exogenous variable to its endogenous. The greater the R^2 value, indicating the better level of determination.

Table 4. R Square

	R Square
Environment	0.371
Early Childhood Development	0.543

Sumber : Data Analysis with PLS R Square

The results of the calculation of R^2 for each endogenous latent variable in Table 4 show that the value of R^2 is in the range of values from 0.371 to 0.543. Based on this, the calculation results of R^2 show that R^2 is moderate (0.371, 0.543)

Q^2 Analysis

In addition, there is one test that needs to be done as well, namely Predictive Relevance (Q-Square Value) which functions in assessing the amount of diversity or variation of research data on the phenomenon being studied and also the estimation of its parameters. Where a model is considered to have a relevant Predictive value if the Q^2 value is greater than 0. The quantity Q^2 has a value with a range of $0 < Q^2 < 1$. Through the formula:

$$Q^2 = 1 - (1-R1^2)\,(1-R2^2)\,(1)$$
$$= 1 - (1-(0{,}371^2)\,(1-(0{,}543^2)$$
$$= 1 - (0{,}862359)\,(0{,}705151)$$
$$= 1 - (0{,}608093)$$
$$= 0{,}39 \text{ atau } 39\%$$

The result of the Q^2 calculation shows that the Q value is 0.39. According to (Ghozali, 2018), Q value can be used to measure how well the observation value is produced by the model and also the estimation of its parameters. A Q value greater than 0 (zero) indicates that the model is said to be good enough, while a Q^2 value less than (zero) indicates that the model lacks predictive relevance. In this research model, endogenous latent constructs or variables have a large Q^2 value of more than 0 (zero) so the predictions made by the model have been relevant.

F^2 Analysis

Structural models were evaluated using R-Square for dependent constructs, Stone-Geisser Q-Square Test for Predictive Relevance, and t-tests as well as the significance of structural path parameter coefficients (Ghozali, 2018). In assessing models with PLS starting the R-Square value can be used to assess the relationship of a particular independent latent variable to whether the dependent latent variable has a substantive relationship.

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Table 5. F^2 Result for Effect Size

	Socioeconomics Status	Parenting Style	Environment	Early Childhood Development
Socioeconomics Status			**0.004**	0.049
Parenting Style			**0.630**	0.021
Environment				**0.644**
Early Childhood Development				

Based on these criteria, it can be stated as follows:

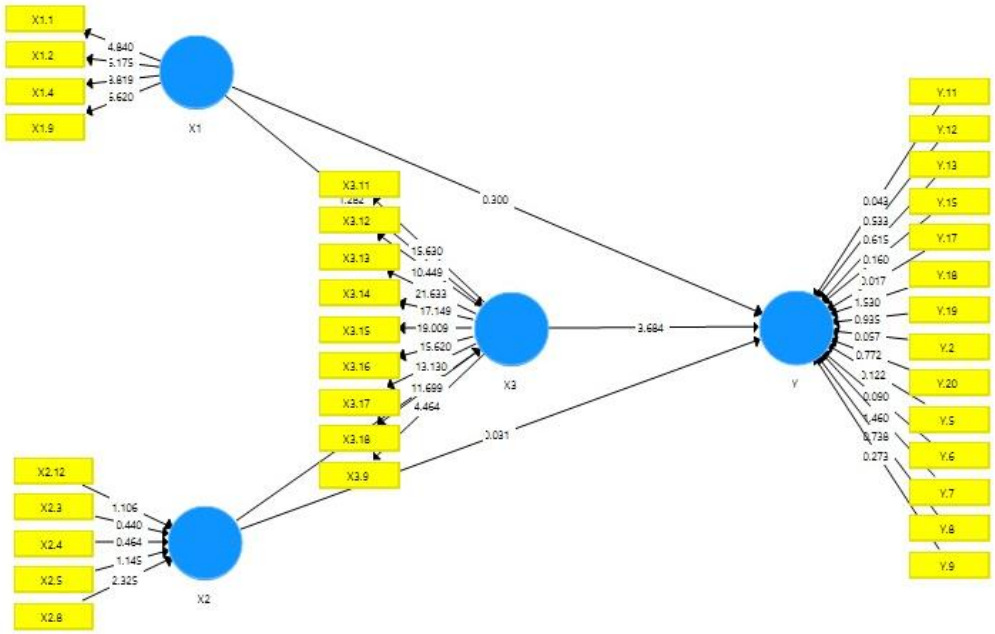
The Relationship of Economic Background to Early Childhood Development has a small F^2 (0.049). The relationship of Economic Background to academic supervision has a small F^2 (0.004). The relationship of parenting to the environment has a intermediate value F^2 (0.630). The Relationship of Parenting Style to the Development of Aged Children has a small value F^2 (0.021). Environmental relationship to the development of children of own age intermediate F^2 value (0.3644)

Results of Bootstrapping Path Analysis / Hypothesis Test

In PLS, testing each relationship is done using a simulation with bootstrapping method against the sample. This test aims to minimize problems with abnormal research data.

To see the persistence of the proposed model in a population can be seen from the value of the relationship between one variable and another variable or the value of rho (path coefficient) by looking at the magnitude of the Original Sample (O) value and the statistical T value as a form of a statement of the value of the significance level of the relationship between one variable and another, where the significance level is taken at an error of 5% or T which is above 1.96 and is said to exist direct relationship if P-Value <0.05 and no direct relationship if P-Value >0.05.

The results of testing with bootstrapping method from Smart PLS analysis are as follows:



Meanwhile, the calculation results can be seen based on direct, indirect and total relationships.

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Table 6. Direct Relationship

	Original Sample (O)	Mean (M)	(STDEV)	T-Values(| O/STDEV |)	P-Values
Socioeconomics Status -> Environment	0,260	0,279	0,134	1,932	0,054
Socioeconomics Status -> Early Childhood Development	0,073	0,098	0,137	0,531	0,595
Parenting Style -> Environment	-0,483	-0,498	0,111	4,363	**0,000**
Parenting Style -> Early Childhood Development	-0,039	-0,043	0,121	0,325	0,746
Environment -> Early Childhood Development	0,682	0,678	0,117	5,847	**0,000**

Based on Table 6 above it can be stated as follows;

The total Socioeconomics Status variable is not significant to the Environmental variable with a P-Value of 0.054 > 0.05. These results show that in total there is no significant and positive influence of Socioeconomics Status on the Environment.

The total Socioeconomics Status variable is not significant to the Early Childhood Development variable with a P-Value of 0.595 > 0.05. These results show that in total there is no significant and positive effect of Socioeconomics Status on Early Childhood Development.

The total Parenting Style Variable is significant to the Environmental variable with a P-Value of 0.000 < 0.05. These results show that in total there is a significant and positive influence of Parenting Style on the Environment.

The total Parenting Style variable was not significant to the Early Childhood Development variable with a P-Value of 0.746 > 0.05. These results show that in total there is no significant and positive influence of Parenting Style on Early Childhood Development.

Environmental variables in total are significant to Early Childhood Development variables with P-Value of 0.000 < 0.05. These results show that in total there is a significant and positive influence of the Environment on Early Childhood Development

Table 7. Indirect Relationships

	Original Sample (O)	Mean (M)	(STDEV)	T-Values(| O/STDEV |)	P-Values
Socioeconomics Status -> Environment -> Early Childhood Development	0.177	0.191	0.101	1.749	**0.081**
Parenting Style -> Environment -> Early Childhood Development	-0.329	-0.335	0.089	3.698	**0.000**
Environment -> Early Childhood Development					

Table 7 shows the results of PLS calculations that state indirect relationships between variables. It is said that there is an indirect relationship if the P-Value value < 0.05 and it is said that there is no indirect relationship if the P-Value value > 0.05. Based on Table 7, it can be stated as follows:

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The Socioeconomic Status variable is indirectly insignificant to the Early Childhood Development variable with a P-Value of 0.081 > 0.05. This result is not in line with the first formulation of the problem that there is an indirect relationship between Socioeconomic Status and Early Childhood Development.

Parenting Style variables are indirectly significant to Early Childhood Development variables with P-Value of 0.000 < 0.05. This result is in line with the third problem formulation that indirectly there is a significant positive relationship between parenting Style and early childhood development.

CONCLUSION

The results show that in total there is no significant and positive influence of Economic Background on the Environment with P-Value values of 0.054 > 0.05. The results showed that in total there was no significant and positive effect of Economic Background on Early Childhood Development with a P-Value value of 0.595 > 0.05. The results show that in total there is a significant and positive influence of Family Parenting on the Environment with a P-Value value of 0.000 < 0.05. The results showed that in total there was no significant and positive influence of Family Parenting on Early Childhood Development with a P-Value of 0.746 > 0.05. The results show that in total there is a significant and positive influence of the Environment on Early Childhood Development with a P-Value value of 0.746 > 0.05.

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