

THE INFLUENCE OF PARENTING AND INDEPENDENCE PATTERNS ON THE DEVELOPMENT OF EARLY CHILDHOOD EXECUTIVE FUNCTIONS

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Abstract

Early childhood is the age when children experience very rapid development. Therefore, it is important for them to get all the best in order to achieve optimal development. This research was conducted to provide an overview of: 1) The effect of parenting style on the development of executive function in early childhood 2) The effect of independence on the development of executive function in early childhood 3) The effect of parenting and independence on the development of executive functions in early childhood This research uses quantitative methods. This research was conducted because the effect of parenting and independence on the executive function of group A children in West Java Province had never been investigated. As for the processing and collection of data, it is done through multi-random sampling. The subjects in the study were children aged 4-5 years from the same area with different parenting styles. The research location is a kindergarten in the city of Bekasi, West Java. As a result, parenting and independence play a very important role in the development of executive function in early childhood..

Keywords: Pattern Parenting; Independence; Function Executive.

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INTRODUCTION

Education is the main factor that needs to be considered in an effort to build human resources that have knowledge and result in quality human beings with superior character. It could even be said that education is a very valuable heritage. (Nurjanah, 2017) . said that early childhood (0–6 years) is the best, or usually the golden period, for the child's development process because at that age physical, emotional, and social formation takes place. (Nurjanah, 2017). At this age, children's character is formed by imitating or dictating every action and behavior that occurs around them; for example, they tend to follow the actions (good or bad) they see around them from parents, teachers, or other adults around them. Therefore, parenting style is applied to the family as the basis and determinant of the growth and development of children (De Lima et al., 2022; Umairah & Ichsan, 2019) . Family can be interpreted as the environment closest as well as the first place where somebody's child knows the environment, grows, and develops in various aspects. In other words, parents have great work to do on the growth and development of their children, ironically. Lots of parents deliver their children to others, like the assistant housekeeper or grandma, as well as their grandfather.

The readiness of a child in the family will affect how he becomes a person who has morals, behavior, and even a strong and independent personality as a result of being able to face bigger challenges when they are in the midst of society. Parenting is a form of caring for, guiding, nurturing, training, and giving impact from parents to their children. Parenting style also has an important impact on children (De Lima et al., 2022). Parenting is a form of caring, guiding, nurturing, training, and influencing from parents to children. Parenting styles also have an important impact on children (Mansur & Andalas, 2019). Parenting can be interpreted as a system, way of working, or form of effort to look after, care for, educate, and guide small children so that they can stand on their own. In addition, parenting style can be interpreted as an interaction between children and parents while carrying out parenting activities. Parenting is a struggle to guide, protect, and educate children in their daily lives. Parenting is defined as the process of raising a child with protection and care to ensure healthy development (Susanti et al., 2023) . The application of good parenting allows children to express themselves without pressure from parents, resulting in a much better child's personality.

There are various forms of parenting in a family. Pattern foster care, which is applied by a parent to a child, can produce consequences for the child. However, parents who follow a democratic pattern raise children who believe in themselves and can provide responsible answers. In accordance with the opinion of Dacholfany and Hasanah (2021), that pattern fosters democratic (authoritative) parenting and tends to present an environment of full love. that pattern fosters democratic (authoritative) parenting and tends to present an environment of full love. As well as providing support, it applies expectations as well as standards that can or cannot be accepted, enforces existing laws in the family in a consistent manner, involves the child in making decisions, and provides opportunities for the child to enjoy the freedom and have a synchronous relationship with his age (Dacholfany & Hasanah, 2021). In authoritative parenting styles, parents tend to consider children to have equal rights and obligations compared to themselves because, in practice, in this style, parents give freedom and guidance to children, and besides that, children are given the opportunity not to always depend on other people, so that children become independent, can control themselves, interact well in their social environment, have good self-confidence, and obey their parents.

Patterning foster parents to the child's age early is very important in forming personality And character in the child in time. Following are a number of patterns of recommended foster care for parents whose children reach an early age: Pattern foster authority: Parents who apply pattern foster authority usually give clear rules, and consequently, They also give support and awards to children when they do the right thing; however, they still give strict consequences when children make errors. Pattern foster permissive: The parent who implements pattern foster permissive tends

to relax when giving rules and gives more freedom to the child. However, the benefits of this pattern are that the child does not have enough self-control and discipline. Pattern foster authoritarian: Parents who apply pattern foster authoritarian tend to give very strict rules and limit freedom to their children. This can influence a child's psychological development through symptoms such as anxiety, worry, and a sense of not being safe. Pattern foster democracy: Parents who apply pattern foster democracy usually involve the child in the process of taking decisions. They give support And proper direction; however, they still give freedom to the child.

Every child is unique, and because of that, they also must be treated in a different way. No, there is One pattern suitable for foster care For all children. Parents must understand the characteristics and needs of their children and adopt a pattern of proper care in accordance with the situation And conditions encountered. Patterning foster parents to the child's age early is really important because the period of beginning development influences the child's life later.

Meanwhile, independence, according to Damayanti's point of view et al. (2019), is an attempt to escape from parents with the intention of finding oneself through the process of seeking ego identity, which is a steady developmental direction to stand alone (Damayanti et al., 2019). This explains that independence is a condition where a person does not depend on other people to make decisions and has an attitude of confidence. Independence (self-reliance) is the ability to manage everything that is owned, know how to manage time, walk, and think independently, accompanied by the ability to take risks and solve problems. Independent children are usually more confident in many things. Independence pushes a child to be responsible and answer his duties. Because The aspect of emotional independence is one aspect of early childhood independence, where children are able to control their own feelings, such as overcoming fear and sadness, and can feel safe and comfortable with themselves without being accompanied by other people in their environment. I agree with the statement following that independence is something that is very necessary in the developmental stages of early childhood. One of the factors that influences children's independence is parenting style (Komala, 2015). There are four types of parenting styles: democratic or authoritative parenting, authoritarian parenting, patient parenting, and neglectful parenting.

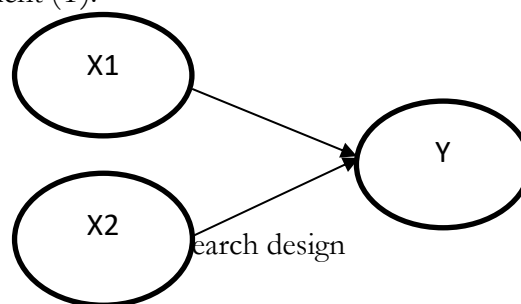
While the executive function is the child's ability to initiate initiatives, adapt to the environment around them, be able to regulate themselves while playing or carry out tasks given by the teacher or parents, monitor and control information processes, and children's behavior, Executive function consists of three basic components, namely inhibition, working memory, and cognitive flexibility. Executive function can predict other abilities that are useful to a child's life, such as the ability to regulate emotions. In addition, the executive function can also find out about the child's behavior problems in the future. Another ability of the executive function that can be known is social competence. Executive functions in early childhood can determine social competence and cognitive and social abilities when children enter their teenage years.

Executive function is very useful for the readiness of children to enter higher education. he executive function can also train children to be responsible for all the problems they face, to be able to direct their own behavior, and to have self-monitoring skills. Executive functioning skills facilitate the behaviors necessary to plan and achieve goals. Basic skills related to executive functioning include proficiency in adaptive thinking, planning, self-monitoring, self-control, working memory, time management, and organization. These competencies are critical to a child's growth and learning ability, and although development begins in early childhood, these skills continue into adulthood. Developmental processes essential for the emergence of executive function occur in early childhood, a period of rapid change and neural plasticity. The emergence of self-regulatory capacities is deeply ingrained in many contexts or ecologies nested within the child's wider environment, among which the parent-child relationship is held to be of paramount importance. However, it is only recently that early childhood researchers have begun to investigate the contribution of parenting variables to executive functioning.

METHODOLOGY

This research is located in Bekasi City, West Java Province. In February–April 2023. This research uses a quantitative approach. The quantitative approach is based on the understanding that scientific and research validation originates from the use of data that can be strictly measurable. According to Nasution (2017), quantitative data is a research method based on positivistic (concrete data) research data in the form of numbers that will be measured using statistics as a calculation test tool related to the problem being studied to produce a conclusion (Nasution, 2017). In line with what was said by Nasution, Martani (2012) argues that a quantitative approach is based on the understanding that scientific and research validation originates from the use of strictly measurable data, the data of which is extracted through questionnaires and analyzed using statistics and testing of research allegations that are free from subjectivity (Martani, 2012).

In this study, there were three variables: parenting style (X1), child independence (X2), and executive function development (Y).



Information:

X1 : Parenting style

X2 : Child independence

Y : Executive function

This study used a random sample technique, in which samples were taken randomly from the population. In this technique, every member of the population has an equal chance of being part of the sample. The samples taken in this study were children aged 4-6 years, for a total sample of 93 people out of a total population of 930. This is in accordance with the provisions in the solvin formula, which state that the value of e is 0.1 (10%) for a large population and 0.2 (20%) for a small population. Data collection was carried out using Google Forms and Decomments. Data analysis was performed using the SPSS 24 for Windows method.

RESULTS AND DISCUSSION

Results

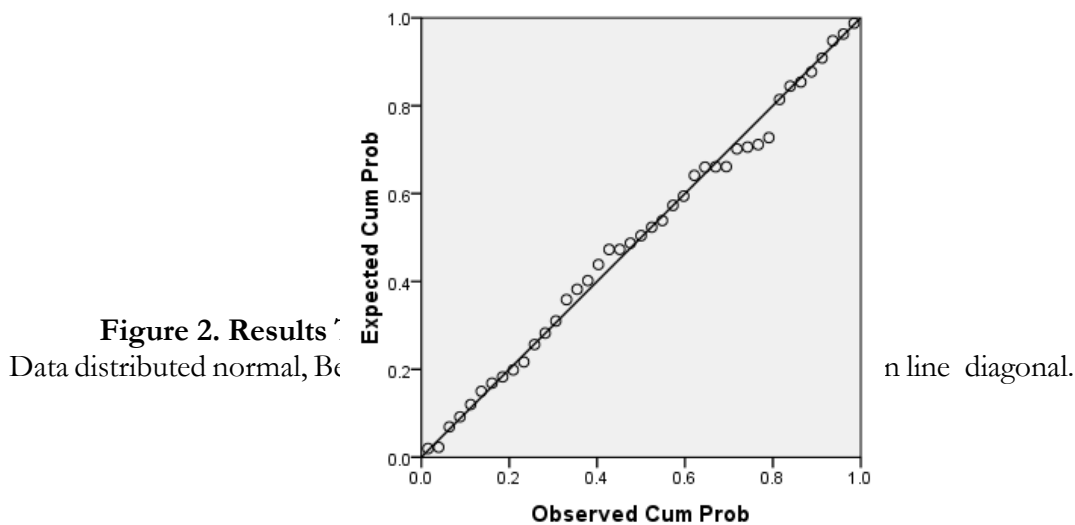
Analysis Statistics Inferential

Test Normality

Table 1. Results Test Normality

		Unstandardized residual
N		91
Normal Parameters ^a	Means	.0000000
	std. Deviation	4.50557908
MostExtreme Differences	absolute	.072
	Positive	.072
	Negative	-.057
Kolmogorov-Smirnov Z		.463
Asymp. Sig. (2-tailed)		.983
a. test distribution is Normal.		

With base if probability ($\text{sig} > 0.05$), It means data has been distributed in a normal manner. From results testing, SPSS 24.0 obtained a significant mark of 0.93, so mark $0.93 > 0.05$. Can concluded data Already distributed in a normal manner.



Test Linearity

Table 2. Results Test Linearity

ANOVA table							
			Sum of Squares	Df	Men Squa	F	Sig.
Unstandardized Residual * Unstandar dized predicted Value	Between Groups	(Combined)	787010	89	20,711	1657	.448
		Linearity	.000	1	.000	.000	1,000
		Deviation from Linearity	787010	90	21,271	1,702	.439
	Within Groups		25,000	2	12,500		
	Total		812010	90			

Based on the results of the test linearity, which is known as Sig. Deviation from linearity as large as $0.439 > 0.05$, it can be concluded that there is a connection between the pattern that fosters democracy and independence.

Test multicollinearity

Table 3. Results Test Multicollinearity

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized coefficient s	Q	Sig.	Collinearity Statistic s

		B	std. Error	Betas		Tolerant	VIF
1	(Constant)	31,941	6,891		4,635	.000	
	Pattern Foster	.528	.152	.490	3,478	.001	.992
	independence	-.237	.203	-.164	-1,164	.252	.992

a. dependent Variables: Functions Executive Child Age Early

In collinearity statistics, it is known that the mark tolerance for variables Pattern Foster (X1) And independence (X2) is big (0.992), whereas for the VIF (Variance Inflation Factor) on variables Pattern Foster (X1) and independent variables (X2), it is big (1.008). The test results show that there is no sign of multicollinearity between variables in the study.

Test Heteroscedasticity

Table 4. Results Test Heteroscedasticity

Coefficients ^a						
Model		Unstandardized Coefficients		standardized Coefficients	Q	Sig.
		B	std. Error	Betas		
1	(Constant)	31,941	6,891		4,635	.000
	Pattern Foster	.528	.152	.490	3,478	.001
	independence	-.237	.203	-.164	-1,164	.252

Variable Pattern Foster (X1) is as big as 0.001, and For variable independence (X2), that is, as big as 0.252. Because the sig. of the second variable is larger than 0.05, it can be said that there is no symptom of heteroscedasticity in model regression.

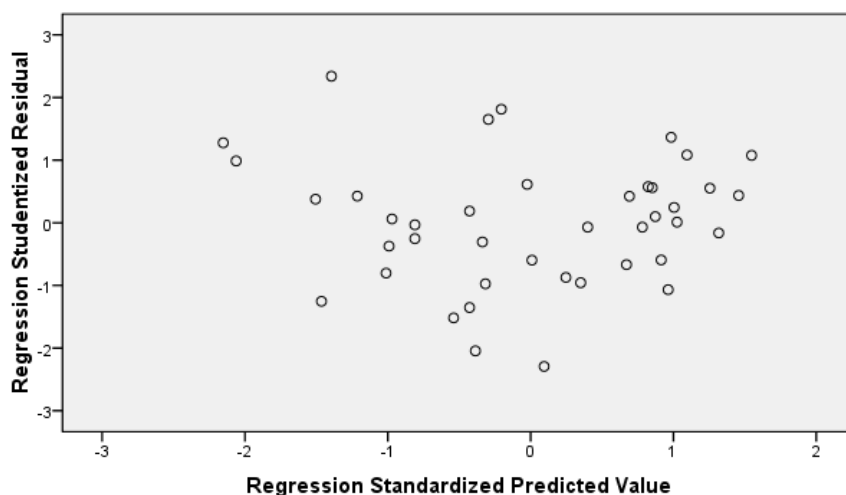


Figure 3. Results Test Heteroscedasticity

The data shows that there is no heteroscedasticity because the dots are on the lower axis of Y.

Analysis Regression linear Double

$$31,941 + 0.528 + -0.237 + e$$

Mark an as big as 31,941 is constant or circumstances moment variable pattern foster Not yet influenced by variables other than that, a variable pattern fosters And variable independence. If variables are independent, there is so much variability that early childhood executive function does not experience change.

XI = b_1X_1 is as big as 0.528, showing that variable patterns foster influence. which is positive for early childhood executive function means that every increase of 1 unit in the variable pattern fosters so will influence early childhood executive functions, which amounted to 0.528, with the assumption that other variables were not researched in this study.

X2 as big as -0.237 shows that independent variables have influence. which is positive for early childhood executive function, means that every 1 unit increase in variable independence will influence early childhood executive function as much as 0.237 with the assumption that other variables were not researched in this study. Coefficient Determination (R^2)

Table 5 Results Test R^2

el mod	R	R Square	Adjusted	std. Error of the Estimates	Durbin -
1	.502 a	.252	.213	4,623	1,765
a. Predictors: (Constant), independence , Pattern Foster					
b. dependent Variables: Function Executive Child Age Earl					

$$R \text{ Square} = 0.252$$

Based on table 5, the influence coefficient R^2 is 0.252, or 25.2%. So, the magnitude-variable effect of parenting and independence on early childhood executive functions amounted to 0.252, or 25.2%.

- a. Test F (Tester Significance in a manner Simultaneous)

Table 6. Results Test F

Model		Sum of Squares	Df	Means Square	F	Sig.
1	Regression	274,039	2	137.020	6,412	.004 a
	residual	812010	38	21,369		
	Total	1086049	40			
a. Predictors: (Constant), independence , Pattern Foster						
b. dependent Variables: Function Executive Child Age						

Mark Sig. $0.004 < 0.005$

Matter This means variables X_1 And X_2 are influential in a manner similar to or together with variables dependent on early childhood executive function.

b. Test Q (Tester Significance in a manner Partial)

Table 7. Results Test Q

Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.	Collinearity Statistics	
		B	std. Error				Betas	Tolerance
1	(Constant)	31,941	6,891		4,635	.000		
	Pattern Foster	.528	.152	.490	3,478	.001	.992	1008
	independence	-.237	.203	-.164	-1,164	.252	.992	1008
a. dependent Variables: Functions Executive								

Pattern Foster Sig. $0.000 < 0.005$.

Variable Pattern Foster (X1) is influential on early childhood executive function and independence. Sig. $0.001 < 0.005$.

Variable independence (X2) is influential on early childhood executive function.

CONCLUSION

The conclusion of this study is that parenting style and independence have a positive and significant influence on the development function of the child executive. This indicates that the higher the level of parenting and independence, the higher the functional development of the executive child. This is also reinforced by the value of the coefficient of determination (R^2), which is equal to 0.252 (25.2%), which means that the indicators of parenting and independence affect the development of children's executive functions by 25.2%. This is supported by research conducted by D. Susanti et al. (2023), which said that things that can affect the development of FE in children are internal factors (heredity factors and child health) and also environmental factors (socioeconomic status, family role, and parental education). The role of this family can be in the form of parenting and the mental health of the mother, as well as some activities at school. (Susanti et al., 2023) Role Family: this can be in the form of parenting and maternal mental health, as well as some activities in school. So it is suggested that parents must be precise in choosing and implementing parenting styles for the development of the right executive function so that the child's executive function can develop optimally. Independence must also continue to be trained to improve the functional development process of the executive child so it can grow optimally.

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