

THE INFLUENCE OF EDUCATION LEVEL AND PARENTING TYPE ON THE PSYCHOSOCIAL DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract

This study aims to analyze the effect of education level and parenting patterns on the psychosocial development of preschool children. Research and data collection were conducted at KB-TK Daru'l Hikam Cirebon City, with the research subject being one of the parents of kindergarten students of KB-TK Daru'l Hikam Cirebon City as many as 136 respondents. The instrument used was a questionnaire for data on the education level, parenting patterns, and psychosocial development of preschool children who asked for answers from parents. This study used an observational design with a cross-sectional approach, with proportional purposive random sampling. The presence or absence of influence between the level of education and type of parenting on the psychosocial development of preschool children was tested with binary logistic regression analysis. The results showed that there was an influence between the respondent's education level and the child's psychosocial development where the ρ value ($0.000 < \alpha (0.05)$) was obtained, the type of parenting pattern influenced the psychosocial development of preschool children where the ρ ($0.000 < \alpha (0.05)$) was obtained. When tested together between the level of education and the type of parenting pattern on the psychosocial development of preschool children, the level of education does not affect the psychosocial development of preschool children where $\rho (0.159) > \alpha (0.05)$ is obtained, but the type of parenting pattern affects the psychosocial development of preschool children where the test results obtained $\rho (0.000) < \alpha (0.05)$.

Keywords: Education Level; Parenting Type; Psychosocial Development.

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INTRODUCTION

The development to reach an adult human being, a child from birth will go through various stages of development, one of which is the preschool period, which is between 3 - 6 years with its psychosocial development. In each stage of psychosocial development, there are various developmental tasks that children must master before they reach the next stage of development, any obstacles in achieving these psychosocial developmental tasks at one stage will hinder their success at the next stage (Mahmud, 2017; Saputro et al., 2017). The preschool stage according to Erikson is the stage where children enter the initiative vs. error phase, at this stage the task that a child must carry out is to learn to have ideas (initiatives) without making too many mistakes. The play period is a time when a child wants to learn and can learn about the challenges of the outside world, as well as learn new abilities and feel purposeful. The attitude of initiative is an attempt to make something that is not yet real become real, so at this age parents can take care of their children by encouraging children to realize their ideas and ideas. Everything will be reversed if the goals of the child at this time experience obstacles because it can develop a trait that has an unfavorable impact on him, namely feeling guilty and at the climax they will often feel guilty or will even develop an attitude of blaming themselves for what they feel and do (Nurlistiyati & Imron, 2021). Excessive pressure or expectations that are too high beyond the capacity of children's abilities make children choose to lie or cheat in order to be accepted by their social groups.

Achieving psychosocial developmental tasks so that there are no serious obstacles in preschool children, it is necessary to pay attention to psychosocial factors that can affect child development, including; stimulation, motivation to learn, reasonable rewards or punishments, peer groups, stress, school, love and affection and parental care (Surati et al., 2018). The family is the first institution in a child's life, where children learn and express themselves as social beings. The family provides the basis of behaviour, character, morals and education to the child (Sunarti et al., 2021). The success of families in instilling values in children depends on the type of parenting that parents apply to their children (Nur Latifah et al., 2021). Parenting in the family that is applied will shape the child's daily behaviour. Parenting in the family that is applied will shape the child's daily behaviour. Menurut (Handayani et al., 2020) These parenting styles include neglectful, authoritarian, indulgent and authoritative.

At present there are not a few parents who pursue their own interests under the pretext of child welfare, so that sometimes their role as parents, namely "educating and caring for children" is neglected. Thus the child's needs which are physical needs can be fulfilled but what about psychosocial needs and other needs which will determine the child's development towards steady and comprehensive maturity. Preliminary data collection and based on documentation at the KB-TK Daru'l Hikam Cirebon City, Monday 21 November 2022 there were 48 children aged 3 to 4 years, 101 children aged 4 to 5 years and 51 children aged 6 years who had registered to become students at KB-TK Daru'l Hikam Cirebon City for the 2022/2023 academic year. Meanwhile, the number of preschool students aged 3 to 6 in the 2022/2023 academic year is 210 children. There appears to be an increase in the number of applicants in the coming school year, based on the results of a temporary survey on Monday, May 26 2021, from several people who picked up their children (10 people), eight people (80%) of the pickers turned out to be housemaids, while the other his parents, especially the mother of preschool children, were workers who entrusted their children to the care of aides while they were working. The remaining 20% are mothers who take the time or permission from their workplace to pick up their children from school. Most of these mothers gave up almost all of their child care under the supervision of a maid while they were at work. Based on the observations of researchers at the time, most of these children depended on their caregivers, such as to bring only school bags or bring toys that were bought at school, they asked the caregiver to bring them, so that dependency behavior was clearly visible.

Children's relationships with family members form the basis of their attitudes towards other people, objects and life in general. In this case, parents need to pay attention to the child's personal and social adjustment, which will leave a mark on the child's perspective and self-concept in the future. Similarly, with psychosocial development, children first learn from their families.

The family is the primary group for children who first educate them and is the first social environment where children develop as social beings. In the family, the child will acquire provisions that will enable him to become a good member of society in the future. The habits and skills he learns and develops first in the family environment and primarily with the guidance and direction of parents become the basis for children to make adjustments to other people outside the family environment, both with peers and other adults. In social interactions with natural parents, children acquire provisions that enable them to become good members of society. As preschoolers enter kindergarten, children are expected to be ready to interact with people outside their family environment. Children are expected to have developed psychosocial skills, not only intelligence and motor skills but also other things such as being able to accept figures outside their parents, obeying rules and being able to control their emotions and children can adjust to group-approved standards.

Various studies on parenting types show that compared to middle-class parents, lower-class parents are more authoritarian, and give their children few opportunities for self-exploration, they may also explain things less to their children. Such interactions do not help the development of critical thinking or academic challenges (Myroshnychenko, 2019), This can have an impact on the future life of preschool children, which will make it difficult for children to socialise and develop according to their limits. The results of research conducted by (Louis, 2022) which shows that democratic parents are more supportive of children's development, especially in independence and responsibility. Meanwhile, authoritarian parents are detrimental, because children will be less independent, less responsible and aggressive, while neglectful parents result in children being less able to adjust outside the home.

Appropriate parenting in guiding children to achieve their psychosocial developmental tasks well is inseparable from the level of parental education that supports parents' knowledge of understanding good parenting in achieving psychosocial development in preschool children (Suryana & Sakti, 2022). Parental education is also one of the family factors and customs that are important in child development, because with good education, parents can receive all information from outside, especially about how to take good care of children, how to keep their children healthy, their behaviour and so on. Every stimulus a child receives will have an influence on future development. In addition to providing adequate nutrition, children also need to get stimuli that can optimise all aspects of their development, where all these aspects can be obtained depending on how parents take care of their children (Fatmawati et al., 2021).

Parenting is a pattern of interaction between parents and children. More clearly, it is how the attitude or behaviour of parents when interacting with children, including how to apply rules, teach values / norms, provide attention and affection and show good attitudes and behaviour so that they are used as examples / role models for their children. Basically, parents want their children to grow up to be mature and socially mature people, so whatever parenting is applied by parents is basically intended to achieve this, unfortunately the parenting patterns applied by parents are not always effective. Sometimes the impact on children is not good but bad. Parenting that is too protective or spoils children certainly causes children to be uncreative or always dependent on others (Nuraeni & Lubis, 2022).

METHODOLOGY

The design in this study used is correlational research. Correlational research examines the influence between variables. Researchers can search, explain an influence, predict and test based on existing theories. The correlational research used in this study used a cross sectional approach. Cross sectional research which emphasises the time of measurement / observation of data on independent and dependent variables is only one time. In this type of variable is assessed simultaneously at one time, so there is no follow-up. Of course, all research subjects must be observed on the same day or at the same time, but both independent and dependent variables are assessed only once, with this study the prevalence or effect of a phenomenon (independent variable) will be obtained.

The population is divided into two, namely the target population and the affordable population. The target population is the population that meets the sampling criteria and becomes the final target of the study. The target population in this study is all parents of preschool children who attend KB-TK Daru'l Hikam Cirebon City. The affordable population in this study is one of the parents of all preschool children in classes A, B, C and D KB-TK Daru'l Hikam Cirebon City. The total population of 210 parents of preschool children. The sampling technique used by researchers is Proportional Purposive Random Sampling. Sample withdrawal is done by taking a lot of samples that have met the criteria. The sample used was 136 parents of KB-TK Daru'l Hikam students in Cirebon City.

The dependent variable is the variable that depends or is influenced by the independent variable. This means changes that occur in the independent variable. The dependent variable in this study is "psychosocial development in preschool children. Independent variables are factors that influence other variables contained in the study. The independent variables in this study are "the level of parental education in preschool children and the type of parenting patterns in preschool children".

Collection of questionnaires in the form of questions with closed answers that are filled in directly by the respondents themselves. Questionnaire is one of the data collection techniques carried out by asking questions in writing to respondents. Questionnaires are a number of written questions used to obtain information from respondents in the sense of reports about their personal, or things they know (Suharsimi, 2013). In this study, the questionnaire data collection tool was chosen because the questionnaire is an indirect communication technique in order to collect data on the level of parental education, the type of parenting patterns and the psychosocial development of preschool children.

The material revealed through the questionnaire, for the level of parental education based on the final education taken by the parents, consisting of basic education (elementary - junior high school), secondary education (high school), and higher education (university). The material revealed through the questionnaire for the parenting type variable covers 4 aspects for each parenting pattern, namely: acceptance of the child's presence, present and future of the child, reprimanding the child, and parental warmth. The material revealed for the variable of psychosocial development of preschool children includes 2 aspects, namely; behavioural characteristics and social characteristics of preschool children. The researcher carried out the technique of delivering the questionnaire from the researcher to the respondent and collecting the questionnaire that had been filled in by the respondent to the researcher through direct contact with the respondent and all questions must be answered, the completed questionnaire was collected and checked.

Data analysis was directed to determine the presence or absence of influence between the level of education and type of parenting on the psychosocial development of preschool children at KB-TK Daru'l Hikam Cirebon City. Data analysis used Binary Logistic Regression, because the dependent variable in this study is categorical, with a non-parametric approach with a significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

Respondents' Education Level on Children's Psychosocial Development

Based on Table 1, there were 5 respondents (100%) who had primary education level (SD - SMP) and who had children with psychosocial development at the initiative stage, and no one who had children with psychosocial development at the error stage. Respondents with secondary education (SMA) were 50 respondents, where 24 respondents (48%) had children with psychosocial development at the initiative stage, and 26 respondents (52%) had children with psychosocial development at the error stage. In respondents with a higher education level (PT) 81 respondents, who have children with psychosocial development at the initiative stage as many as 74 respondents (91%) and 7 respondents (9%) are at the psychosocial development at the stage of error. This is evidenced by the chisquare test obtained a value of 33.289 with a p value of 0.000 which means that the respondent's education level has a significant influence on the psychosocial

development of preschool children. The distribution of respondents' education level on the psychosocial development of preschool children can be seen in table 1.

Table 1. Cross Tabulation of Respondents' Education Level on Psychosocial Development of Preschool children at KB-TK Daru'l Hikam Cirebon City

Characteristics	Initiative			Error	
	N	Frequency	Percentage	Frequency	Percentage
Education					
• Basic	5	5	100	0	0
• Intermediate	50	24	48	26	52
• High	81	74	91	7	9
Total	136	103		33	
$\chi^2 = 33,289$; p value = 0,000					

Respondents' Parenting Type on Preschool Children's Psychosocial Development

Based on Table 2, it can be seen that respondents who have neglectful parenting type are 6 respondents, whose children's psychosocial development at the initiative stage is 4 respondents (67%) and their psychosocial development at the error stage is 2 respondents (33%). Respondents with authoritarian parenting were 33 respondents, of which 11 respondents (33%) had psychosocial development at the initiative stage and 22 respondents (67%) at the error stage. In the indulgent parenting type there were 43 respondents and those who had children with psychosocial development at the initiative stage were 34 respondents (79%), while those who developed at the error stage were 9 respondents (21%). In the authoritative parenting type, there were 54 respondents, with the initiative stage of their children's psychosocial development as many as 54 respondents (100%), in other words, not a single respondent with the authoritative parenting type, their children were at the stage of psychosocial development of errors.

Based on the chisquare test, the value is 50.116 with a p value of 0.000. It is concluded that the type of parenting of respondents has a significant effect on the psychosocial development of preschool children at KB-TK Daru'l Hikam Cirebon City. The distribution of respondents' parenting type on the psychosocial development of preschool children can be seen in table 2.

Table 2. Cross Tabulation of Respondents' Parenting Type on Preschool Children's Development

Characteristics	Initiative			Error	
	N	Frequency	Percentage	Frequency	Percentage
Parenting					
• Neglectful	6	4	67	2	33
• Otoriter	33	11	33	22	67
• Indulgen	43	34	79	9	21
• Authoritative	54	54	100	0	0
Total	136	103		33	
$\chi^2 = 50,116$; p value = 0,000					

Hypothesis testing in this study to determine the effect of education level (X1) on psychosocial development (Y) and to determine the type of parenting (X2) on psychosocial development (Y) using the chisquare test that has been done by conducting bivariate tests. Hypothesis testing between the level of education and the type of parenting of respondents on the psychosocial development of preschool children at KB-TK Daru'l Hikam Cirebon City, using Logistic Regression, because the Dependent variable in this study is categorical (Initiative for code 0 and error for code 1).

The results of the Logistic Regression I test show that there is no influence between the level of parental education on the psychosocial development of preschool children, based on the results of logistic regression obtained a p value of 0.159. As for the parenting type variable, based on the logistic regression results, the p value is 0.000, which means that there is an influence of parenting type on the psychosocial development of preschool children at KB-TK Daru'l Hikam Cirebon City. Logistic regression results can be seen in Table 3.

Table 3. Logistic Regression Test Results I Effect of Education Level and Parenting Type on Psychosocial Development of Preschool Children

Variabel	B	S.E	Df	Sig	Exp (B)
Constanta	-2.616	1.030	1	0,11	0,073
Pendidikan	-.865	.614	1	0,159	0.421
Pola asuh	2.116	.467	1	0,000	8.294

Based on Table 3, it can be concluded that what influences the psychosocial development of preschool children is the type of parenting of respondents. The beta value of 8.294 indicates that the better the type of parenting applied by respondents, the psychosocial development will be at the initiative stage. As for the respondent's education level variable based on table 4.13, it is concluded that the respondent's education level does not affect the psychosocial development of preschool children.

After that, the Logistic Regression II test was carried out by only including the parenting type variables that affect the psychosocial development of preschool children. Based on the results of the Logistic Regression II test in table 4, a p value of 0.000 was obtained, which means that the type of parenting has an influence on the psychosocial development of preschool children. Based on the results of this Logistic Regression test, the coefficient value of parenting is positive 1.666, which means that the better the type of parenting applied by respondents in caring for preschool children, the psychosocial development of preschool children is in the initiative stage. The results of the Logistic Regression II test can be seen in Table 4.

Table 4. Logistic Regression II Test Results

Variable	B	S.E	Df	Sig	Exp (B)
Constanta	-3.049	0,851	1	0,000	0,030
Type of parenting	1.666	0,318	1	0,000	5,293

In this study, it was found that there was a significant positive influence between respondents' parenting type and preschool children's psychosocial development. The better the type of parenting that respondents applied to their children, the better (initiative) the psychosocial development of preschool children. It can be interpreted that respondents who apply authoritative parenting tend to have children with psychosocial development in the initiative phase compared to parents who apply neglectful, authoritarian and indulgent parenting types.

The findings of this study, where out of 136 respondents studied, 54 respondents applied the authoritative parenting type and all of them (100%) had children with psychosocial development at the initiative stage. This is in accordance with the theoretical review, that the authoritative parenting type where parents accept and involve children fully. Have a high level of control and require their children to act at an intellectual and social level according to their age and ability. But they still provide warmth, guidance and two-way communication. Provide explanations and reasons for punishments and restrictions. Children of these parents will grow up to be independent, self-assertive, friendly with their peers, and cooperative with their parents. They are also likely to succeed intellectually and socially, enjoy life, and have a strong motivation to progress (Suyanto, 2015).

The type of parenting applied by parents to their children determines the child's psychosocial development. Based on the results of the above study where 33 respondents applied authoritarian parenting type and 22 respondents (67%) of them had children with psychosocial development at the error stage. Authoritarian parenting type where parents demand and control solely because of power, without warmth, guidance, and two-way communication. They control and judge children's behaviour by absolute standards; they value obedience, respect for their authority, and tradition. Children with these parents tend to have moderate competence and responsibility, tend to be socially withdrawn and lack spontaneity. Girls will be dependent on their parents and have no motivation, boys tend to be more aggressive than other boys to get ahead. (Suryana & Sakti, 2022).

Indulgent parenting will result in children who are impulsive, aggressive, disobedient, spoiled, less independent, self-willed, less confident and less socially mature. The indulgent type of parenting that tends to give children freedom to do anything is not conducive to the psychosocial development of preschool children. However, children still need direction from parents to recognise what is good and what is wrong. By giving excessive freedom, let alone seeming to let go, will make children confused and potentially misguided, causing feelings of wrongness in preschool children. However, the theory above contradicts the results of the study, where the development of preschool children with parents who apply the indulgent parenting type is in the initiative stage. This may also be due to the fact that most of the 28 respondents (65%) with indulgent parenting have male children. Where according to Supriyantini in her research on gender role relations states that according to stereotypical type roles for men, independence is natural for boys, while a dependent attitude is appropriate for girls.

The type of parenting that parents apply to preschool children determines the success of preschool children's psychosocial development. Errors in the application of parenting types in parenting preschool children will result in the failure of preschool children in the formation of psychosocial development in the initiative phase, which causes children to feel guilty.

CONCLUSIONS

Based on the research findings, it was found that children raised by parents with higher levels of education tend to show better psychosocial developmental abilities compared to children who come from families with lower levels of education. This factor underscores the importance of parents' role as the first educational agent in shaping preschoolers' social, emotional and cognitive abilities. In addition, parenting also plays a crucial role in children's psychosocial development. Parenting that is supportive, loving and provides opportunities for children to develop independence tends to contribute positively to the psychosocial developmental abilities of preschool children. In contrast, authoritarian or unresponsive parenting can have a negative impact on children's development. This study also found that there is a complex interaction between parental education level and parenting type in influencing preschool children's psychosocial developmental abilities. In other words, good parenting can help reduce differences in psychosocial abilities between children from families with different education levels. The conclusions from this study provide important implications in efforts to improve the psychosocial development of preschool children. Related parties, such as parents, educators and communities, need to pay more attention to the role of education and positive parenting in supporting children's psychosocial abilities. Education and support programmes for parents can also be improved to ensure children have an environment that supports optimal psychosocial development during the preschool years.

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