

THE IMPACT OF PARENTING PATTERNS DURING THE PANDEMIC ON EARLY CHILDREN'S DEVELOPMENT

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Abstract

Although this can be expected, parents are more inclined to provide their kids with technology to help them learn. This study aims to ascertain how parenting affects the development of young children. Expost facto research is used in this research style together with quantitative data collection techniques. Independent samples testing is used in inferential statistics during data analysis. The results demonstrate that parenting has an impact on young children's development that is good. Where the majority of parents practice democratic parenting, or about 85.4%, it can be inferred that parenting is based on transparency and acknowledging children's accomplishments in terms of early childhood development. Collaboration between teachers and parents is necessary to support the parenting roles that parents have taken on for young children, particularly during the COVID-19 pandemic.

Keywords: Parenting Patterns; Parents; Early Childhood.

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INTRODUCTION

In order to solve this issue, the Indonesian government has implemented a regulation that restricts social connections across all communities. This policy is being implemented in an effort to stop the spread of viruses throughout Indonesia (Banyu Biru et al., 2020). This coronavirus has a number of negative effects that can be seen in a variety of teaching and learning-related activities (Abdul Latip, 2020). The Ministry of Education and Culture released a circular letter to instruct organizing online as part of the government's establishment of a homeschooling policy (Efriana, 2021). Through Circular Letter number 4 of 2020, the Minister of Education and Culture of the Republic of Indonesia instructed that learning implementation throughout the Covid-19 period be carried out remotely or online (Kemendikbud. go.id, 2020).

Over the past 20 years, research and program improvement initiatives have concentrated heavily on improving the quality of early childhood education (Neitzel et al., 2019). The greatest way to assess and gauge the quality of a classroom or program is through the good or negative interactions that children have with teachers, resources, and peers (Denny et al., 2012; Early et al., 2007; Howes et al., 2008; Pianta & Hamre, 2009). In the classroom, diverse roles are played by teaching experience and teachers' understanding of the value and potential difficulties of teaching (Park et al., 2016). Multiple approaches have been used to examine teachers' attitudes about teaching, including how they affect (a) instructional decision-making and practice (Dunlosky et al., 2013; van Es & Sherin, 2002), and (b) classroom interpretation and practice (Breffni, 2011; Greenhow et al., 2009; Polly et al., 2010).

Based on observations in the field, it can be seen that the world of education is very difficult, especially for parents. Before the Covid-19 pandemic, parents did not have much time to accompany their children to study. However, when Covid-19 hit where the role of parents had to become more time in guiding and accompanying children. The pandemic period can provide opportunities for parents who are not accustomed to accompanying their children optimally. The learning process during a pandemic for children if not accompanied by the role of parents will be hampered because parents are very busy with their work.

From some previous research results, it can be seen that the role of parents as one of the main parenting patterns is very important when children begin to learn to be comfortable in carrying out learning activities (Nuraini, 2013). Research from Rakhmawati (2015) revealed that parents as a mentoring pattern have a role in supporting children in guiding and preparing everything children need to learn from home. Research from Fitria (2021) states that parenting must also provide the media used by children in online learning. Parents must accompany the learning process, provide direction to children, provide input to children, be patient in helping children in their learning and many more roles of parents that can maximize the teaching and learning process at home through online (Natari & Suryana, 2022). Therefore, parenting plays an important role in achieving optimal learning outcomes (Mulyadi, 2019). The role of parents in supporting children's learning to achieve their goals includes parents as parents and educators to develop children's knowledge, skills, and souls. (Rakhmawati, 2015). The role of parents is also motivated, especially by encouraging their children about the importance of learning, and parents are facilitators by providing various excellent supporting facilities (Mujayaroh & Rohmat, 2020).

Studies related to the role of parents as parenting in assisting children's learning during a pandemic, namely learning at home or online, have not been widely discussed in more depth (Trisnawati & Sugito, 2020). In addition, the role of parents as the most important parenting assistance is not only to support their children when learning in pandemic conditions, but also to build strong communication with them. This intensive communication encourages communication and collaboration (Septiani, 2021). Synergize to maximize children's learning activities (Kadar et al., 2020). This research is the basis for novelty to be reviewed in a series of more in-depth studies. This is done because of the interestingness of these issues to be raised in obtaining findings and information in encouraging quality improvement in education in the Early Childhood Education environment.

METHODOLOGY

This research uses quantitative methodology. The type of research used is *ex post facto* research, which is research that aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior or things that cause changes in the independent variable that have already occurred. This research was proposed to analyze the impact of parenting during the Covid-19 period on early childhood development. In this study, the subject selection used purposive sampling. This is done based on the opinion of (Golumbic et al., 2020) the view of how to understand parenting and learning assistance for children in everyday life which is measured through qualitative tools such as in-depth interviews and observations.

The research population was all parents of early childhood who were in one of the PAUD schools in Lebak Regency, for the consideration of this research choosing informants based on: Parents are the most familiar and most important people in raising children. Parents lay the foundation for learning at home, at home, or from the network (online) during the Covid-19 pandemic; and Want to know more about the important role parents play in online learning.

The sample in this study was 35 parents in early childhood who had been randomly selected at Tk Ar Rahmah, Kp, Keboncau Rt 002/03. Prabu Gantungan Village. Ci Leles District. Lebak Regency, Banten Province. This was done to determine the impact of parenting patterns on early childhood development during the pandemic.

This research will be able to produce data or information that can be considered influential for certain interests. If the techniques in data collection can be considered correctly and appropriately. In this study, several data collection techniques were used, namely interviews used to find a problem that needs to be investigated, or when researchers want to know something from deeper, fewer respondents. Increased (Yllmaz & Keser, 2017) (Sturges, 2014). Observation Sheets are used when research is related to human behavior, work processes, natural phenomena, and when the observed respondents are not too large (Ariawan et al., 2018).

The implementation of research will not be able to run well, if the guidelines that are used as a reference to produce accurate data are not properly compiled and prepared. guided that parental parenting is a score obtained from the results of filling out an instrument with four choices that can describe authoritarian parenting, democratic parenting, and permissive parenting with different indicators in each parenting pattern, and early childhood development is a process in which the child's way of thinking and the individual child's ability to connect, assess, and consider an event or event. Every child continuously undergoes development or a change, where these changes are greatly influenced by the experience or learning process during his life. The first draft of the observation sheet instrument lattice can be seen in the following table.

Table 1. Grid of Parenting Instruments for Early Childhood Development

Variable	Aspect	Indicator	Item Number
Parenting Style	Authoritarian Parenting	Parents have complete power over their children	1
		Children are almost never given praise from parents.	2
	Democratic Parenting	Children are given the opportunity to develop themselves independently according to their abilities.	3
		Children are given the freedom to choose the things they like, but still under parental control.	4
	Permissive Parenting	Children are given freedom to do what they want	5
		Low parental control or supervision	6

Early Childhood Development	Development of Religious and Moral Values	Children can perform daily worship routines	7
		Children can love God's creation	8
	Physical Motor Development	Children are able to do hand movements for muscle flexibility (gross motor)	9
		Children are able to perform eye-hand coordination movements (Fine motor)	10
		Children are able to communicate/speak	11
	Development of Language Skills	The child is able to understand simple oral messages	12
		Children are able to recognize early literacy through various media	13
	Cognitive Development	Anak mampu mengenal konsep bilangan	14
		Anak mampu mengenal bentuk-bentuk geometri	15
		Anak mampu mengenal berbagai jenis ukuran,	16
		Anak mampu mengenal konsep waktu	17
		Anak mampu berinteraksi dengan teman sebaya dan orang dewasa.	18
	Social Emotional Development	Anak dapat menunjukkan rasa percaya diri	19

Based on the instrument lattice above, it is proposed to find or explore information related to the impact of parenting on early childhood learning during a pandemic. Statement items are limited and tailored to the needs and the sample is parents. The scale used by the author in this study is a Likert scale. In this scale, this observation sheet contains 4 answer choices, namely "always (4)", "often (3)", "sometimes (2)", and "never (1)". The analysis technique in this quantitative research uses inferential statistical analysis with various calculations that must be met, namely the normality test used to determine whether the distribution of the research is normal or not. This study used the SPSS program with the Kolmogorov-Smirnov formula, and this homogeneity test was carried out through the help of SPSS by looking at the value of Levene's Test for Equality of Variances. The test criteria are guided by the fact that the calculation results are consulted in the 5% error rate table and the calculated results are greater than the 5% error rate ($p > 0.05$).

Hypothesis testing was carried out after fulfilling the requirements of normality and homogeneity tests. Hypothesis testing in this study was carried out by means of one-way analysis of variance (One Way Anova) using the help of SPSS version 24 Version. The purpose of researchers using one way anova analysis is to see the contribution of the independent variable (parenting patterns) to the dependent variable (early childhood development). Decision making in this one way anova analysis is done by looking at the significance value.

RESULTS AND DISCUSSION

As described above, this research uses inferential statistics which is characterized by one of them is the existence of hypothesis testing. Several conditions must be met in the prerequisite analysis, namely normality testing, homogeneity, and hypothesis testing. All series of tests qualitatively using the help of SPSS version 24. Normality testing in a data will be very important to do, it aims to determine the extent to which the research data obtained has normal distributed data where the data must be normally distributed, the test results are presented in the following table.

Tabel 2. Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
,120	33	,142	,843	33	,112

The test results presented in Table 2 Tests of Normality show that normality testing uses Shapiro-Wilk. This is based on the number of samples used less than 50, so testing normality with Shapiro-Wilk (Potochnik et al., 2018). To show that the data is normally distributed, it can be seen based on the Shapiro-Wilk significant value, with the condition that the significant value is above 0.05, the data is normally distributed (DeIice, 2001). The significance of 0.112 is greater than 0.05. It can be stated that the data is normally distributed.

After the data is tested for normality and the results are known, the next test is the homogeneity test. Of the 35 data collected, the variance of the data can be known through homogeneity testing. This is done to determine the variance of responses that vary from various parents' answers to find out information about parenting patterns on early childhood development. Through the help of the SPSS version 24 application carried out in helping the data processing, so that the final results can be seen in the following table.

Tabel 3. Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
N-Gain	Equal variances assumed	,000	,854
	Equal variances not assumed		

Based on other findings presented in Table 3, namely homogeneity testing with Levene's Test for Equality of Variances, this is done to show that the data have the same variance. The variance significance value is 0.854 which refers to Equal variances assumed, meaning that the significant variance is assumed to be greater than 0.05 so that the data has a homogeneous variance (Amo-Salas et al., 2014). It is for this reason that the data has a homogeneous variance as evidenced by the significance value of $0.854 > 0.05$.

Hypothesis testing to show that the data from this study are as expected with the proposed hypothesis. The results of data processing using the help of SPSS version 24 to test 35 data from student parents' responses, which are presented in the following table.

Tabel 4. Independent Samples Test

		t-test for Equality of Means			
		F	t	df	Sig. (2-tailed)
N-Gain	Equal variances assumed	,000	17,760	33	,000
	Equal variances not assumed		17,760	56,457	,000

From the results of Table 4 presented above, it shows that the independent samples test is carried out looking at the column of the t-test for equality of means. The N-Gain value can be

known from two assumptions, namely Equal variances assumed and Equal variances not assumed, which will provide information to draw definite conclusions from the results of the data analysis obtained. From the exposure of the table above.

Based on the results of field research conducted on the impact of parenting patterns on child development during the Covid 19 pandemic in paudud is classified as having different roles and parenting styles. However, there are also similarities in the parenting styles that parents apply to children, especially during this pandemic, and in its application there are still many obstacles and problems faced. However, with the collaboration between teachers and parents during the online learning process is a form of effort to maximize the role in educating children and can run well and maximize early childhood growth and development which can develop as expected and can have a positive impact.

From the results of field research, it was found that the parenting style that is mostly applied is by not imposing the will or what is called democratic parenting. Democratic parenting is an option for parents because parents cannot impose their will on their children, and free children to do things they like, but still with control from parents. Communication between parents and children will be good with democratic parenting because there is openness and recognition for children for the achievements obtained for early childhood development. Through the cultivation of religious values and independence for early childhood, it will have a good impact on early childhood, in order to have a strong religious foundation by starting prayer in every activity carried out and becoming an independent child in the future.

In the process of applying parenting, it is certainly not easy, because dealing with early childhood requires patience and also not to be wrong in choosing ways to educate children. Because early childhood is very sensitive in imitating various behaviors and activities, especially in parents and the environment around them. Whatever the child sees and hears will be embedded in the child's mind and indirectly the child will participate in practicing this. So as parents it is necessary to have knowledge and insight that is open and willing to continue to learn and understand early childhood with all its uniqueness and complexity. Because, without the knowledge possessed, it will be an obstacle for parents in carrying out their role as parents and also the first madrasah for children and also in the family. The learning process using or based on digital technology where as parents must be able to use gadgets properly and wisely and be able to maximize the function and usefulness of gadgets for children and families, especially during the current pandemic where children tend to be addicted to cellphones / gadgets / android and television.

Factors that can influence the role of parents towards parenting in early childhood development, there are supporting and inhibiting factors. In the findings of this study, the supporting factors are: 1.) The child's time with parents increases so that the interaction that occurs between parents and children is more so that the relationship between parents and children will become closer and more familiar. 2.) Parents can maximize their role as parents and teachers at home for children, who must be able to educate and guide their children. 3.) Parents' knowledge and abilities will be more open in knowing various parenting patterns for early childhood and their application.

The biggest impact on children is gadgets. Children are increasingly addicted to gadgets, increasingly do not want to be separated from cellphones and make the social and emotional aspects of children unstable. Children become individualistic and egocentric. Increasingly becoming a child who often gets angry until roaring, becomes selfish, does not want to socialize with his environment, especially with his family. Because sometimes parents always provide and facilitate children with gadgets like that, parents will feel safe, calm, and can relax in doing other activities while at home. This, many parents do during covid-19 to find a sense of security so that children can focus on learning and not whining and at home alone and not playing outside the home. As it is known that such parenting is not good and not right to apply, because it has many negative effects on children compared to its positive effects. If the child is addicted to gadgets, the child will be more open to insights related to things that children can access easily such as YouTube, online games, and digital-based movies.

CONCLUSION

Parenting played by parents towards early childhood, especially during the covid-19 pandemic, needs collaboration between teachers and parents during the online learning process is a form of collaboration that can be presented so that it can help maximize the role in realizing parenting towards early childhood development. Democratic parenting is an option for parents because at times like this parents cannot impose their will on early childhood, freeing children to do what they like while still being under parental control.

Factors that can influence the role played by parents to realize dynamic parenting towards early childhood development patterns have several factors. Where the limited knowledge and ability of parents in the application of parenting for early childhood, not maximizing the role of parents because they have to divide their time with their homework, and most early childhood prefer to play with gadgets than with parents.

Therefore, schools can play their role as educational institutions to help facilitate teachers more optimally and adequately in encouraging the implementation of specialized learning in pandemic conditions. Ways that can be done can continue to communicate with teachers, digital-based parents and facilitate children in a special online learning space that can also be supervised by parents. Teachers can continue to maintain an up-to-date communication relationship, providing information that parents need to help support children's growth at home.

Parents can collaborate with class teachers to help maximize the delivery of material and facilitate children's learning needs when studying at home. Parents can take the time to become teachers at home, controlling children's learning while studying at home. Teaching how to learn while playing so that it can reduce children becoming bored and children do not depend on gadgets. Future researchers still have many opportunities and opportunities to develop and modify various characteristics of children that can be used as material for future research. There are still many shortcomings in this study with limitations that direct learning in early childhood. However, it does not rule out the possibility that research can be conducted at a higher level or level to find out parenting patterns in a secondary school environment.

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