

THE INFLUENCE OF PARENTING PATTERN AND GENDER ON THE INDEPENDENCE OF CHILDREN GROUP A TKIT 1 QURROTA A'YUN

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ABSTRACT

Child independence is the child's ability to carry out daily activities and tasks with a little guidance, according to the child's stage of development and ability. Independence is needed so that individuals can live life without depending on others in carrying out daily activities. Many factors can affect independence, one of which is parenting and gender. There were 15 children who were fussy when they were sent to school, did not want to be separated from their parents so that parents waited in front of the class or accompanied their children in class, children who did not want to join the teacher when explaining material, children tended to be alone or had fun playing alone, when learning takes place there are children who come out of the classroom and play outside. The purpose of this study was to analyze the significant influence of parenting and gender on the independence of group A TKIT 1 Qurrota A'yun children. Researchers used a quantitative approach that is *ex post facto* with multiple regression techniques. The population and sample in this study were group A TKIT 1 Qurrota A'yun, totaling 42 children. Data collection techniques using questionnaires, observation and documentation. Then the data analysis used multiple linear regression tests. The results showed that the results of the ANOVA test performed obtained an F_{count} of 3.803 > F_{table} of 3.23. Parenting patterns and gender have an effect of 16.3% on children's independence. While the remaining 83.7% is influenced by other factors.

Keywords: child independence, parenting style, sex, parents, early childhood

ABSTRAK

Kemandirian anak merupakan kemampuan anak dalam melakukan kegiatan dan tugas sehari-hari dengan sedikit bimbingan, sesuai dengan tahap perkembangan dan kemampuan anak. Kemandirian dibutuhkan agar individu dapat menjalani kehidupan tanpa bergantung pada orang lain dalam melakukan kegiatan sehari-hari. Banyak faktor yang dapat mempengaruhi kemandirian salah satunya adalah pola asuh dan jenis kelamin. Terdapat 15 anak yang rewel saat diantar sekolah, tidak mau berpisah dengan orang tua sehingga orang tua menunggu di depan kelas atau menemani anak di dalam kelas, anak yang tidak mau bergabung bersama guru saat menjelaskan materi, anak cenderung menyendiri atau asik bermain sendiri, pada saat pemberlajaran berlangsung terdapat anak yang keluar dari kelas dan bermain di luar. Tujuan penelitian ini adalah untuk menganalisis pengaruh signifikan pola asuh dan jenis kelamin terhadap kemandirian anak kelompok A TKIT 1 Qurrota A'yun. Peneliti menggunakan pendekatan kuantitatif yang berjenis *ex post facto* dengan teknik regresi berganda. Populasi dan sampel pada penelitian ini yaitu anak kelompok A TKIT 1 Qurrota A'yun yang berjumlah 42 anak. Teknik pengumpulan data menggunakan angket, observasi dan dokumentasi. Hasil penelitian menunjukkan bahwa dilihat dari hasil dari uji anova yang dilakukan mendapatkan hasil F_{hitung} sebesar 3,803 > F_{tabel} sebesar 3,23. Maka terdapat pengaruh yang signifikan antara pola asuh, jenis kelamin terhadap kemandirian anak kelompok A TKIT 1 Qurrota A'yun. Pola asuh dan jenis kelamin berpengaruh sebesar 16,3% terhadap kemandirian anak. Sedangkan sisanya sebesar 83,7% dipengaruhi oleh faktor lain.

Kata Kunci: kemandirian anak, pola asuh, jenis kelamin, orang tua, anak usia dini

Introduction

The family is the first and main environment in a child's life. Children get their first good education through the family, because children first receive stimulus in the family environment. The family is the main environment for shaping a child's personality character. (Wahy, 2012, p. 245) All forms of behavior carried out by family members can affect the development of children's behavior. Parents have a very important role in providing education as an effort to develop children's personalities.

Early childhood is often referred to as the "golden age", a time that comes only once and cannot be repeated in the future, which is very decisive for the development of human quality. Wiwik Pratiwi, "The Concept of Play in Early Childhood," *Management of Islamic Education* 5 (2017: 107-8.) At this age, children have unique characteristics, so they need to be educated and developed in accordance with the principles of early childhood development. The various activities and behaviors shown by a child are basically fitrah. Because, in early childhood is a period of growth and development that can shape the character of children in the future. Early childhood education is a series of systematic and programmed efforts to achieve orientation for children from birth to 6 years of age, carried out through providing educational stimuli to support child growth and development. Grow and develop physically and mentally so that children are ready for higher education. Early childhood education institutions can form character or habits through activities implemented at the institution, the role of parents in determining children's educational institutions as a form of responsibility owned by parents in caring for and educating children.

The family environment, especially the behavior of parents towards children, can influence and shape the child's personality, including in shaping and applying the character of independence in children from an early age. Parents have different ways of treating them, each parenting pattern applied has its own advantages and disadvantages. According to Hurlock, Hardy & Heyes, there are three types of parenting patterns, including authoritarian parenting, democratic parenting, and permissive parenting. Zubaedi, *Character Education Design: Conception and Application in Educational Institutions* (Bengkulu: Kencana Prenada Media Group, 2015; 158). Authoritarian parenting where the behavior of parents who regulate all activities to be carried out, making rules that must be obeyed by children. Democratic parenting is a relationship between parents and children that provides encouragement and motivation regarding children's dreams in the form of direction, as well as providing control over children and providing flexible rules. Permissive parenting is the treatment of parents who give full freedom to children's activities, the absence of control given to children and rules in the family..

Parenting patterns applied by parents greatly affect the attitude and character of children. Parents are expected to provide parenting so that they can form independent characters in children. Able to provide good stimulus to children so that the potential of children can develop in children. According to Steven J Stein and Howard E Book, independence is the ability to direct and control oneself in thinking, acting, and not depending on others emotionally. (Suciati, 2016, p. 43) People who are independent can rely on themselves to plan and make their own decisions. Independence as one of the important aspects that must be possessed by the younger generation that must be instilled from an early age. Children's independence can start from the parenting patterns applied by parents to children. In achieving children's independence there is a process experienced by each child. However, there are some children who have not experienced the development of independence. Independence requires several factors that must be possessed by students,

namely having motivation, tenacity, seriousness, disciplined attitude, responsibility, willingness, and curiosity to develop and progress in knowledge.(Susilo, 2021, pp. 9-10).

Every individual is born with the same potential, but since birth has been treated differently. In the development of independence, men are more encouraged to behave independently while women are expected to love their parents and family and be caring. So that boys and girls have different levels of independence, because parents or people in their environment provide different treatment.

For example, research conducted in the Banda Aceh area by Melda Sari M, et al, to see the independent character of early childhood can be seen when children are given tasks by teachers such as putting shoes in place, throwing garbage in place, cleaning up toys that have been used to return to their place. These habits cannot be done in one or two days to teach this. Children must always be reminded to get used to doing activities independently, because children imitate and forget quickly. Sari Melda, Ahmad Anizar, and Rahmi, "Early Childhood Independent Character Development at Aisyiyah Bustanul Athfal Batoh Kindergarten Banda Aceh," *Scientific Journal of Early Childhood Teacher Education Students* 5, no. 2 (2020): 98-108.

Another study conducted by Iflah Laily Tsani, et al, children's independence is influenced by parenting factors applied by parents as much as 88.1% by giving children the opportunity to convey and express what the child is feeling, as well as the control, direction and guidance given by parents to children in carrying out all activities, parents' treatment of children is at a reasonable limit and holds the norms that exist in the surrounding environment, so that children are able to adjust well as parents educate them. Early childhood independence is influenced by other factors as much as 26.9%, namely the environment where children go to school from peers in socializing both when doing activities inside and outside the classroom, the treatment given by the class teacher when doing activities inside and outside the classroom. Parenting has an important role for children's moral development, because the basis of children's moral formation comes from home, including both parents, and the development process through school education. (Tsani et al., 2019)

Based on the results of observations, it was found that children's independence had not yet developed, there were 15 children who were fussy when they were dropped off at school, did not want to separate from their parents so that parents waited in front of the class or accompanied the children in the classroom, children who did not want to join the teacher when explaining the material, children tended to be alone or play alone, during learning there were children who left the class and played outside.(Zahrah, 2022, pp. 29 August-28 September 2022, 08.00-13.00)

Based on the results of observations made by researchers, there are suspicions that the above problems occur because children are still not accustomed to being away from their parents, children's wishes have been fulfilled before the child says what they want, children are used to getting help from parents in carrying out activities, parents cannot bear to see children cry when they are sent to school, are not willing to part with children for a while, parents have free time so they choose to accompany children at school. (Zahrah, 2022, pp. 29 August-28 September 2022, 08.00-13.00)

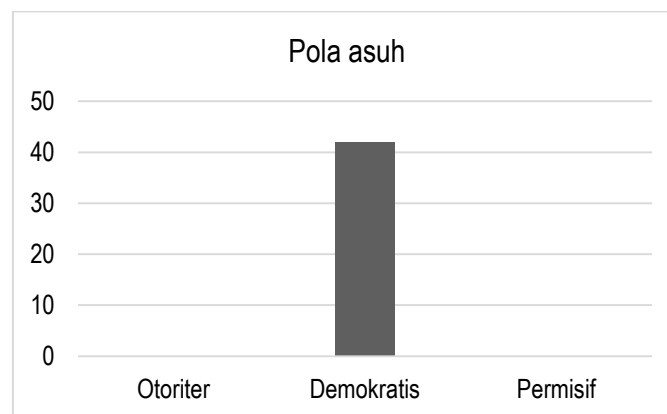
Parenting and gender as factors that have an influence on children's independence, because parenting has a very important role and the gender of children has a role in children's independence. This study aims to analyze the significant influence of parenting and gender on the independence of children in group A TKIT 1 Qurrota A'yun Ponorogo.

Research Method

This research uses a quantitative approach, which is a research method that uses data in the form of numbers used to examine certain populations or samples. The ex post facto research is a study conducted to identify, through the data to determine the factors that precede or determine the possible causes of the events studied. The research was conducted in January - February 2023, at TKIT 1 Qurrota A'yun. The subjects of this study were all children in group A of TKIT 1 Qurrota A'yun. This study uses several data collection techniques. Inquiry or questionnaire, in this case a inquiry or questionnaire in the form of a statement used to obtain data on the effect of parenting patterns and gender on the independence of children in group A TKIT 1 Qurrota A'yun. Observation, in this study conducted by researchers on the object being studied directly without intermediaries to assess the independence of children in group A TKIT 1 Qurrota A'yun. And documentation is carried out to obtain data regarding the gender of children in group A TKIT 1 Qurrota A'yun. Data analysis techniques are activities after gathering all data from respondents or other data sources are collected. Activities in analyzing data include grouping data based on variables and types of respondents, presenting data for each variable studied, performing calculations to answer problem formulations or test hypotheses that have been formulated. (Sugiyono, 2015) Technical data analysis used to determine whether or not there is a significant influence between parenting and gender on children's independence. Multiple linear regression analysis in this study aims to determine the magnitude of the influence of the independent variable (parenting and gender) on the dependent variable (child independence).

Result

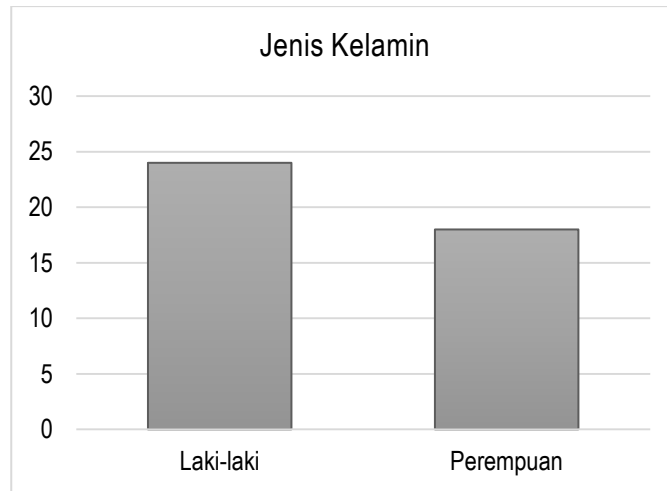
The results of the research on the pattern of parenting data were collected through questionnaires distributed to parents of children in group A TKIT 1 Qurrota A'yun with a total of 42 respondents. The data is reviewed from several indicators, scores and categories of parenting patterns of group A TKIT 1 Qurrota A'yun. Data on parenting patterns of children in group A TKIT 1 can be explained through Graph 1 shows the parenting patterns applied by parents of children in group A TKIT 1 Qurrota A'yun, as follows:



Graph 1 Parenting patterns of children in group A TKIT 1 Qurrota A'yun kindergarten

Graph 1 shows that there are 42 (100%) parents of children in group A TKIT 1 Qurrota A'yun applying democratic parenting.

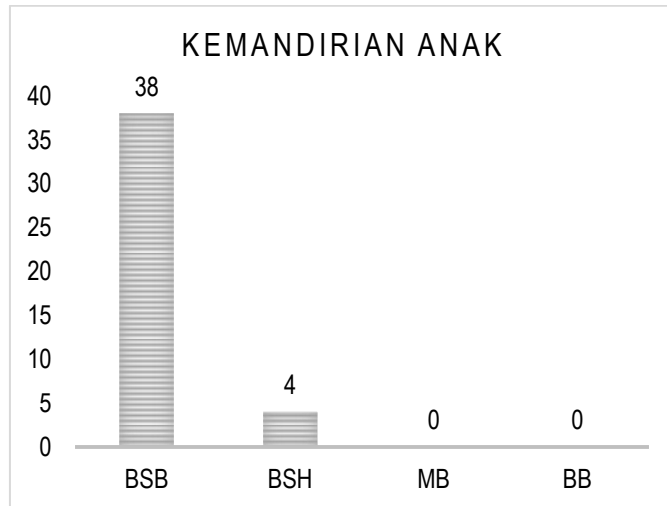
Data on the gender of children in group A TKIT 1 Qurrota A'yun, can be explained through Graph 2 shows the gender of children in group A TKIT 1 Qurrota A'yun, as follows:



Graph 2 Gender of children in group A of TKIT 1 Qurrota A'yun

Graph 2 shows that there are 24 children (57.1%) boys, and children (42.8%) girls in group A TKIT 1 Qurrota A'yun.

Data on children's independence in this study were obtained from observations of children in group A TKIT 1 Qurrota A'yun, totaling 42 children. From the results of democratic parenting, it shows the results of the independence of group A children with a mean of 24.11; median of 25; and the number of standard deviations of 2.391. Data on the independence of children in group A TKIT 1 Qurrota A'yun, has a very well developed independence, can be explained through Graph 3 shows the independence of children in group A TKIT 1 Qurrota A'yun, as follows:



Graph 3 Independence of Children Group A TKIT 1 Qurrota A'yun

Graph 3 shows that there are 4 children (9.6%) have a category of independence developing as expected, starting to dare to appear in front of friends, starting to want to participate in habituation activities, paying attention when teachers or parents explain new things, and starting to want to separate from parents and 38 children (90.4%) have a category of independence developing very well..

Discussion

Based on the results of research conducted by researchers at TKIT 1 Qurrota A'yun in group A children with 42 children, there are 24 boys and 18 girls. Independence is the ability of individuals to control themselves, be able to take and plan their own decisions with acceptable risks for their actions, and not depend on others. Children's autonomy is the child's ability to carry out daily activities and tasks with little guidance, according to the child's level of development and ability. (Sa'diyah, 2017, p. 35) Autonomy can be seen in individual decisions in making decisions and solving problems. In early childhood, independence is the ability of children to take care of themselves, such as eating, dressing, going to the toilet and bathing. (Majid & Andayani, 2012, p. 26) Independence in children requires stimulus in order to develop according to their abilities and level of development.

The research data revealed that 4 children (9.6%) had independence developing as expected, starting to dare to appear in front of friends, starting to want to participate in habituation activities, paying attention when teachers or parents explain new things, and starting to want to separate from parents and 38 children (90.4%) had very well developed independence. Thus it can be concluded that the independence of children in group A TKIT 1 Qurrota A'yun has developed very well. To increase children's independence, parents can provide stimulation in accordance with the stages of child development, continue to encourage, motivate children to be brave and develop. Teachers can pay attention to children who begin to experience the development of independence in children.

Parenting as a form of how parents interact with children in nurturing, educating, caring for, maintaining, guiding as a form of parental responsibility for children, has differences in the application of parenting with each family. Parents become the first environment the child encounters, contributing greatly to the formation of the child's personality character. Family parenting is very influential on the formation of children's character. Melda, Anizar, and Rahmi, "Early Childhood Independent Character Development at Aisyiyah Bustanul Athfal Batoh Kindergarten Banda Aceh." The way parents educate and care for children can affect children's independence. There are three types of parenting, namely, authoritarian parenting (authoritative parenting) is completely under the control of parents, children only obey and do not argue with the parenting actions taken by parents, democratic parenting (authoritarian parenting) children have self-confidence, are friendly, able to control themselves, be polite, able to work together, have high curiosity, have clear goals and direction in life, and are achievement-oriented, and permissive parenting parents in children to shape children's personalities by providing very loose supervision and allowing children the opportunity to do something without sufficient supervision from parents..

Based on the results of filling out the questionnaire allocated to 42 respondents. The parenting style applied by parents of children in group A TKIT 1 Qurrota A'yun is democratic parenting. Based on the results of the questionnaire test, 42 children (100%) have democratic parenting patterns. Democratic parenting applied by parents to children can have an influence on children tending to be more confident, have social competence and be responsible. This statement is in accordance with the statement put forward by Baumrind that parents who apply democratic parenting are more supportive of children's development, especially in terms of independence and responsibility. independence of children in group A TKIT 1 democratic parenting children have self-confidence, are friendly, can control themselves, are polite, are able to work together, have high curiosity, have clear goals and direction in life, and are achievement-oriented.

The results showed that, parenting patterns significantly affect children's independence with the results of the tcount of $2.308 > t$ table 2.021, with a sig value of $0.026 < 0.05$, then H_0 is rejected and H_a is accepted, which means that the parenting pattern variable affects the child's independence variable. The results of this study prove that parenting theory affects children's independence. Agree with the statement expressed by Basri, that the pattern of children's independence is influenced by many factors, internal factors which include emotional and intellectual, as well as external factors which include the environment, social characteristics, stimulation, and parenting. (Nurfaadhilah, 2018) The results of this study are also supported by research conducted by Ummi Nurul Hikmah on independence in terms of parenting, the results of the study revealed that there is a significant influence between parenting and early childhood independence, the more democratic parenting the better the child's independence. (Hikmah, 2012) Thus the theory is related to the results of this study which also proves that parenting affects the independence of children in group A TKIT 1 Qurrota A'yun.

While gender has no effect on children's independence, with the results of tcount $1.960 < t$ table 2.021, with a sig value of $0.057 > 0.05$, then H_0 is accepted and H_a is rejected, which means that the gender variable has no effect on the variable child independence. The results in this study contradict the theory that states gender is a factor that affects independence. In developing independence, men are more encouraged to behave independently while women are expected to love and love parents and family and be caring. (Tagela, 2021) So that boys and girls have different levels of independence, because parents or people in their environment provide different treatments. In the results of the study, girls had an average independence score of 24.72, while boys had an average independence score of 23.67. From the average score of independence, it can be seen that there is a difference between the average score of independence of boys and girls of 1.36 where girls are superior to boys. The results of this study are supported by research conducted by Oktavina Tribakti Utami regarding independence in terms of gender, the results of the study state that there is no significant difference between the independence of boys and the independence of women. (Utami, 2014) Thus the theory is related to the results of this study which also proves that gender has no effect on the independence of children in group A TKIT 1 Qurrota A'yun..

The results showed that, there is a significant influence between parenting and gender on the independence of children in group A TKIT 1 Qurrota A'yun with the results of the anova test obtained Fhitung of 3.803 while Ftable is 3.23. Based on the calculation of the summary model, the R-Square (R^2) value is 0.163. This value indicates that the parenting variables applied by parents and gender have an effect of 16.3% on children's independence. While the remaining 83.7% is influenced by other factors, such as genes or heredity, birth order, physical condition, talent and intellectual potential, maturity, school education system, community life system that can affect independence in children..

Conclusion

Based on the results of the anova test, getting the results of Fcount of 3.803 > Ftable of 3.23. So it can be concluded that H₀ is rejected so that there is a significant influence between parenting, and gender on the independence of children in group A TKIT 1 Qurrota A'yun. Parenting and gender have an effect of 16.3% on children's independence. While the remaining 83.7% is influenced by other factors, in addition to parenting and gender factors such as genes or heredity, birth order, physical condition, talent and intellectual potential, maturity, school education system, community life system..

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