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# Implications of Parenting Patterns in the Development of Early Childhood Social Attitudes

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## Abstract

*The family is the first and foremost educational environment. The family is the most important part of human life, which consists of a father, mother and child. While children are individuals who are developing where they really need special attention from their parents. The research method used is normative juridical. The results showed that in authoritarian parenting patterns that tend to punish children, authoritarian parents tend to give implications that make children anti-social, kill children's curiosity, experience restraint of creativity, limitation of movement space, lack of warmth in children, dialogical processes does not develop, there is only monologue. Parents do not allow children to think critically. It is possible that this parenting pattern is a hereditary parenting pattern so that children are likely to imitate this parenting pattern for the next generation. Furthermore, permissive parenting, the implication of this parenting pattern is that children grow into uncontrolled children, children can be very spoiled by their parents and result in children not being independent, parents obeying children excessively and do not provide clear and consistent rules, parents always succumb to children, parents shape children dependence on it, children are less able to control emotions, children's maturity tends to be slow, as a result children are less independent and confident.*

***Keywords: Parenting, Parents, Social Attitude, Early Childhood***

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## A. Introduction

Law number 20 of 2003 states that education in Indonesia generally aims to prepare the next generation that is qualified, skilled, and responsible. In achieving these goals, efforts that can be made are through learning in educational institutions, both formal, informal, and non-formal. Learning is influenced by several factors. There are two factors that affect the process and learning outcomes, namely internal factors and external factors. One of the external factors is the family environment.[1]

The family is the first and foremost educational environment. Family is the most important part in human life, which consists of a father, mother and child. While children are individuals who are developing where they really need special attention from their parents.[2] In the family, children first receive education and guidance from their parents.

The efforts of parents in educating and guiding children are a form of parenting. Parenting is a habit that is carried out by parents in leading, maintaining, and guiding children which is carried out consistently from birth to adolescence and shapes children's behavior in accordance with good norms and values and in accordance with community life. In the environment, a child receives teachings and upbringing from his parents, which influences the child's development before the child knows about the school environment.

The type of research used in this research is normative juridical. The nature of this research is descriptive analytical. As for what is meant by descriptive analytical research is a research that can describe in detail and systematically about the object under study. Secondary legal materials include explanations of primary legal materials in the form of expert doctrine found in books, journals and

[1] Slameto, *Belajar & Faktor-faktor yang Mempengaruhinya*, Jakarta: Rineka Cipta, (2010), p. 54
[2] Achmad Munib, *Pengantar Ilmu Pendidikan*, Semarang: UPT UNNES Press, (2012), p. 72.

websites.[3] Analysis of legal materials is carried out using qualitative analysis methods used to explain legal events, legal materials or legal products in detail to facilitate legal interpretation.[4] Analysis of legal materials is carried out using the content analysis method (centent analysis method) which is carried out by outlining the material of legal events or legal products in detail to facilitate interpretation in discussions..[5] This research was conducted using a problem approach, namely by approaching the results of theoretical empirical studies by looking at various opinions of experts, writers and legal and regulatory studies related to problems based on legal principles and formulating legal definitions.[6]

The data used in this study comes from secondary data which is supported by primary data as completeness of the data, namely: Secondary data or library data include: Primary legal materials, namely binding legal materials.[7] The primary legal materials used in this research include: Undang-Undang Dasar 1945; Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Secondary legal materials are materials that provide an explanation of primary legal materials.[8] The secondary legal materials used in this study are scientific works (law), the results of previous research related to the focus of this research, literature and books written by experts. Tertiary Legal Materials Tertiary legal materials are materials that provide meaningful instructions and explanations for primary and secondary legal materials such as legal dictionaries, articles, and others.[9] This research uses qualitative analysis. In qualitative research, the data acquisition process is in accordance with the research objectives or problems, studied in depth and with a holistic approach.[10]

## B. Discussion

### 1. Implications of Parenting Patterns in the Development of Early Childhood Social Attitudes

According to Islamy, implication is everything that has been produced by the policy formulation process. In other words, implications are the consequences and consequences caused by the implementation of certain policies or activities.[11] According to Silalahi, implications are the consequences arising from the implementation of a program or policy, which can be good or bad for the parties who are the targets of implementing the program or policy.[12] Meanwhile, in the big Indonesian dictionary, implications are defined as a direct result or consequence of the findings of a research, but in language it means something that has been concluded in it.[13]

Based on some of the opinions above, what is meant by implication in this research is a consequence that occurs or is caused by the implementation of certain policies or programs for the target of program implementation, whether it is good or not. While parenting is an interaction between children and parents, not only physical needs (such as eating, drinking, etc.) and psychological needs (such as security, affection, etc.), but also teaches norms. that applies in society so that children are in harmony with the environment.

So the implications here can be interpreted as a direct result of parenting patterns on children's social attitudes, skills, and energy given by parents in interacting with educating children so that they can have positive and negative effects on children.

### 2. Factors Affecting the Development of Social Attitudes

The factors that influence the social development of children, early social experiences of children's lives can be obtained through relationships with families both in the home environment, where this will

[3] Ismail Koto, "Kewenangan Jaksa Dalam Melakukan Penggabungan Perkara Korupsi Dan Money Laundering (Studi Kejaksaan Tinggi Sumatera Utara)", IURIS STUDIA: Jurnal Kajian Hukum 2, No. 2 (2021): p. 158.
[4] Zainuddin, Rahmat Ramadhani, "The Legal Force Of Electronic Signaturesin Online Mortgage Registration", Jurnal Penelitian Hukum De Jure, 21 (2), (2021): p. 244
[5] Rahmat Ramadhani, ":Legal Consequences of Transfer of Home Ownership Loans without Creditors' Permission", *International Journal Reglement & Society (IJRS)*, 1 (2), (2020): 33.
[6] Rahmat Ramadhani, "Legal Protection for Land Rights Holders Who Are Victims of the Land Mafia", *International Journal Reglement & Society (IJRS)*, 2 (2), (2021): 89.
[7] Bambang Sunggono, *Metodologi Penelitian Hukum*, Cetakan ke-16, Jakarta, Rajawali Pers, (2018), p. 113.
[8] *Ibid*, p. 114.
[9] *Ibid.*,
[10] Djunaidi Ghoni & Fauzan Almansur, *Metodelogi Penelitian Kualitatif*, Yogyakarta: Ar-Ruzz Media, (2012), p. 62.
[11] Muh Irfan Islamy, *Kebijakan Publik*, Tangerang: Universitas Terbuka, (2017), p. 115.
[12] Amin Silalahi, *Strategi Pelatihan Dan Pengembangan Sumber Daya Manusia*, Surabaya: Batavia Pres, (2010), p. 43.
[13] Kamus Besar Bahasa Indonesia, (2016), http://kbbi.web.id/pusat, acssed 24 Mach 2020, p. 114.

become more important for children before entering school. as Hurlock suggests several factors that influence the social development of children. These factors can be explained as follows:[14]

a. a. family factor; Family factors are strongly influenced by relationships with family and not only in the form of relationships with parents, but also with siblings, grandmothers, and grandfathers, will affect children's attitudes towards parents outside the home environment. If a child is at odds with a sibling, grandmother or grandfather, it affects the child's attitude towards elderly outsiders, however, only one family member or one aspect of family life affects the child's socialization. If the home environment as a whole fosters the development of good social attitudes, it is likely that the child will become a social person and vice versa. Overall, the house is a place to learn for social skills, this is in line with the results of research from Thomson, Oberle, Gaderman, and Ghun who concluded that parents, teachers and the community can improve children's social emotional development if they are active in collaborating between schools and the community.[15]
b. Factors from outside the home; Early social experiences from outside the home complement those inside the home and are the most important determinant of children's social attitudes and behavior patterns. If the child's relationship with peers and adults outside the home pleases the child, then the child will enjoy social relationships and want to repeat it again; otherwise, if this relationship is unpleasant or scary, the children will try to avoid it and return to their family members to fulfill their needs. children's social relationships.
c. Child's early social experiences and habitual attitudes of parents; Children's social experiences and parents' habitual attitudes can affect a child's social development. In this case, the attitudes and habits of parents are examples for children to socialize in the environment. When parents are open and trusting in their children, children will feel more confident to socialize with their environment. On the other hand, when parents are authoritarian, the child will feel pressured and at that time the child will not socialize with the environment. Factors outside the home can affect when children try to socialize with the environment outside the home and children will learn with others how attitudes and behavior will be received from the environment. Children will behave in accordance with environmental expectations to get recognition and acceptance in the environment.

The environment expects children to be active in the environment, then children will become more active and vice versa, this will affect children's social behavior in the wider environment. In addition, Sunarto suggested several factors that are almost the same as Hurlock, where these factors can affect the social development of children, namely:[16]

a. Family; The family is the first and foremost environment that can influence various aspects of children's development, including their social development. Conditions and procedures for family life are a conducive environment for the socialization of children. The family is the most important institution to form the basis of education and development for children, where children can get the maximum provision from school and especially from the family.
b. Child Maturity; Socializing requires physical and psychological maturity, in order to be able to consider in the social process, giving and receiving the opinions of others requires intellectual and emotional maturity. Thus, to be able to socialize well, physical abilities are needed so that every physical person has been able to carry out their functions properly
c. Socio-Economic Status; Social life is much influenced by the conditions or status of family social life in the community. Society will see the child not as an independent child but will be seen in the context of the whole family.
d. Level of education; Education is a directed child socialization process. The nature of education as a process of operating normative knowledge will give color to children's social life in society and children's lives in the future.

[14]E.B. Hurlock, *Perkembangan Anak Jilid II*, Translate: Meitasari Tjandrasa dan Muslichah Zarkasi, Jakarta: Penerbit Erlangga (1978): p.256.
[15]Thomson, Oberle. E,Gaderman. A. M, dan Ghun. M, "Measuring Social-Emotional Development In Middle Childhood: The Middle Years Development Instrumen:t, Journal of Applied Development Psychology 55, No. 18. (2018): p.107-118.
[16]Sunarto, *Perkembanga Peserta Didik*, Jakarta: Rineka Cipta, (2008): p.130-132.

e. Mental capacity: Emotion and Intelligence; The ability to think can affect many things, such as the ability to learn to solve problems and language. Emotional development will affect the social development of children and children with high intellectual abilities will have good language skills.

Bronfenbrenner states the five environmental systems that can affect a child's development are:[17]

a. Microsystems; The microsystem is an environment or zone that can play an important role in a child's life, where the environment is where the child spends a lot of time in his life to form a complete personality. So in this case parents, family, peers, school, and the environment around the child play an important role in the child's life. This will allow children to interact directly with the microsystem through parents, siblings, teachers, peers, and other adults.
b. Mesosystem; The mesosystem is inseparable from the microsystem, where the relationship between experiences in the family and school experiences, as well as between family and peers can help children to interact in child development.
c. Ecosystem; Ecosystems function when experiences in other circumstances, where the child has an active role, will influence what the child and teacher experience in the immediate context. As school boards and children's parks in a community to act in the learning process of children at school. These two components have a very strong role in determining the quality of schools, parks, facilities, recreation and libraries.
d. Macrosystem; The broader cultural macrosystem, which is a very broad term, includes the role of ethnic factors, and socio-economic factors in children's development.
e. Chronosystem; Chronosystem is something that includes the sociohistorical conditions of the development of all children. As children's lives today are different in many ways, when compared to when their parents and grandparents were children at that time. Today's children are more likely to be in child care, use computers, live in divorced or remarried families, have less contact with relatives outside their immediate family and grow up in scattered cities.

## C. Conclusion

In authoritarian parenting patterns that tend to punish children, authoritarian parents tend to give implications that make children anti-social, kill children's curiosity, experience restraint of creativity, limitation of movement space, lack of warmth in children, the dialogical process does not develop, which causes there is just a monologue. Parents do not allow children to think critically. It is possible that this parenting pattern is a hereditary parenting pattern so that children are likely to imitate this parenting pattern for the next generation. Furthermore, permissive parenting, the implication of this parenting pattern is that children grow into uncontrolled children, children can be very spoiled by their parents and result in children not being independent, parents obeying children excessively and do not provide clear and consistent rules, parents always succumb to children, parents shape children dependence on it, children are less able to control emotions, children's maturity tends to be slow, as a result children are less independent and confident. While democratic parenting, it is known that parents who use democratic parenting for their children tend to be more independent, achievers, able to find creative ideas according to their level of development, always enthusiastic in carrying out activities, will become successful people, have aspirations. ideals, respect for parents and others, have many friends, be brave in expressing opinions, feel safe because they always get attention and clear life directions, so that children from democratic families tend to be responsible and optimistic in the future. The implication of democratic parenting is that children's emotions are less stable and can cause disputes when parents are trying to guide their children. That's why parents are expected to keep taking time for their children and keep monitoring their children's activities.

[17]Bronfenbrenner, *The Ecology of Human Development Experimens by Nature and Design*, United State of America: Harvard University Press, (1979): p.222.

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