Parenting Patterns' Influence on Children's Socio-Emotional Growth in Sumuran Village: Role of Education

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Abstract

Socio-emotional development in elementary school-aged children requires appropriate handling to develop optimally. The most crucial factor is the parenting style applied by parents. This study analyses the relationship between parenting styles and the socio-emotional development of elementary school-aged children, considering parents' educational backgrounds. This qualitative study collected data through in-depth interviews with five parents who had not graduated from high school, three sixth-grade students, and participant observations in two families. The results indicated that parents who had not graduated from high school exhibited several parenting characteristics: (1) a predominantly authoritarian parenting style and (2) a lack of parental knowledge regarding child development tasks. Such parenting can negatively impact children's socio-emotional development, including (1) low self-confidence, (2) difficulty in processing emotions, and (3) lack of social skills. This paper recommends several methods to improve parenting among parents who did not graduate high school: (1) participating in child-friendly parenting training based on the Quran and (2) adopting persuasive parenting styles to enhance child discipline. This study is expected to contribute to theoretical and practical understanding, supporting child-rearing quality, especially for children raised by parents who did not graduate from high school in Sumuran village, South Tapanuli Regency.

Keywords: *Parenting, Socio-Emotional Development, Elementary School-Aged Children*

Abstrak

Perkembangan sosial emosional pada anak usia sekolah dasar perlu mendapat penanganan yang tepat agar dapat berkembang secara optimal. Hal terpenting ialah pola asuh yang diterapkan orang tua kepada anak. Penelitian ini bertujuan untuk menganalisis hubungan antara pola asuh orang tua terhadap perkembangan sosial emosional anak usia sekolah dasar yang ditinjau dari latar belakang pendidikan orang tua. Penelitian ini menerapkan metode kualitatif, data dikumpulkan melalui wawancara mendalam dengan 5 orang tua yang tidak lulus SMA, 3 anak kelas 6 SD dan observasi partisipan di 2 keluarga. Hasil dari penelitian menunjukkan bahwa pola asuh orang tua yang tidak lulus SMA memiliki beberapa karakteristik, yaitu : (1) pola asuh dominan otoriter da,serta (2) kurangnya pengetahuan orang tua tentang tugas perkembangan anak. Pola asuh yang demikian dapat berdampak negatif terhadap perkembangan sosioal emosional anak,diantaranya : (1) rendahnya rasa percaya diri,(2) kesulitan mengolah emosi dan (3) kurangnya keterampilan sosial. Penulisan ini merekomendasikan beberapa metode untuk meningkatkan pola asuh orang tua tidak lulus SMA, yaitu : (1) mengikuti pelatihan *parenting* ramah anak yang berlandaskan al quran dan (2) pola asuh persuasif untuk meningkatkan disiplin anak, penulisan ini diharapkan dapat memberikan kontribusi dalam meningkatkan pemahaman teoritis dan aplikatif dalam mendukung kualitas pengasuhan anak khususnya bagi anak-anak yang dibesarkan oleh prangtua yang tidak lulus SMA di desa Sumuran, kabupaten Tapanuli Selatan.

Kata kunci: Pola Asuh,Perkembangan Sosial Emosional, Anak usia Sekolah Dasar

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INTRODUCTION

According to Siti Munawarah (Munawarah, 2020) every child born into this world is pure and clean, like a blank sheet of paper, and the environment, including parental influence, shapes the child's development. Children are both a gift and a trust from Allah SWT to their parents. As a gift, parents must be grateful for their presence, but as a trust, parents must be responsible for all the child's material and non-material needs.

Therefore, according to (Marbun & Sitepu, 2023) parents must educate their children properly, show them the right path, guide them to meet their needs and provide adequate love and attention, facilitating their growth and development. Cited from (Muslich, 2011), parenting can be defined as the interaction pattern between parents and children, encompassing the fulfilment of physical needs (such as food and drink) and psychological needs (such as a sense of security and love) and socializing societal norms so that children can live harmoniously with their environment. In other words, parenting also includes the interaction pattern between parents and children in the context of character education.

Education is the initial stage for children to get to know the world and step out of their comfort zone. Children will be introduced and taught to interact with others and meet new peers, aiming for them to communicate and build good relationships with others. In elementary school, children will try new things around them and get to know their living environment, which can be done by interacting with friends around the house and school environment. Elementary school-aged children must be introduced to their surroundings to have a strong foundation and high social awareness.

According to Erikson, development tasks include various behavioural characteristics and social-emotional abilities that start from ages 0 to 11, with each age having different developmental traits. Development is successful if children perform developmental tasks at each growth stage.

For elementary school-aged children, six essential aspects need to be developed within them, one of which is socio-emotional development, which is crucial from an early age. This socio-emotional development relates directly to others, how children communicate, handle problems related to others, and manage or control their emotions when with others. Social and moral development are closely related because moral behaviour is a fundamental element in social behaviour. A person can behave socially in certain situations if equipped with ways to respond and control thoughts to face such social situations (Karomah & Diana, 2023).

Child-rearing is a significant aspect of ensuring children's development, especially in socio-emotional aspects. The parenting style used by parents in raising children can significantly impact the formation of personality, social skills, and children's emotional intelligence. One exciting aspect is the parenting style applied by parents who did not graduate from high school (SMA). This study examines the socio-emotional development of children living with parents who did not graduate from high school. Parental education levels often correlate with the quality of parenting, with parents of lower educational levels tending to have limitations in knowledge and skills related to child-rearing.

Development is a process-oriented change from the conception that continues throughout human life, oriented towards physical, emotional, cognitive, and social processes. Development cannot be measured; it can only be observed by recognizing its traits (Sudirjo & Alif, 2018) Socio-emotional development in children refers to their ability to experience, manage, and express positive and negative emotions, develop close relationships, and interact with parents, peers, and the community to adjust well as expected (Amseke, 2023).

Parenting patterns can influence children's socio-emotional growth. Inefficient parenting styles can limit children's socio-emotional growth, including the ability to identify and express emotions, build healthy social bonds, and manage conflicts and daily life challenges (Fatmawaty, 2017). Parents with higher education levels generally have better knowledge and skills in child-rearing, often practising positive parenting styles like warmth, support, and encouragement. On the other hand, parents with lower education levels may exhibit

authoritarian or permissive parenting styles, such as yelling, hitting, or withdrawing affection when the child makes mistakes.

The reality is that daily parenting styles can impact children's socio-emotional development. Children growing up in families with authoritarian or permissive parenting styles are likely to have low self-confidence, difficulty controlling emotions, and lack social skills.

This research aims to analyze the parenting styles used by parents who did not graduate high school and examine their impact on children's socio-emotional development. Understanding these parenting styles is expected to provide valuable insights for designing intervention or training programs for parents to maximize children's socio-emotional development. This study will explore various parenting styles, their negative impacts from improper application, and solutions. By exploring this topic, this research is expected to contribute valuable insights for child counselling and serve as a reference for practitioners and policymakers in designing programs to improve parenting quality and child development.

RESEARCH METHODS

The study was conducted from March to May over approximately three months. Data for this study were collected using qualitative research procedures (Fadli, 2021) Qualitative research is a process to understand human or social phenomena, producing comprehensive and contextual descriptions that can be presented in words. It reports detailed thoughts obtained from informants and is conducted in natural settings using a case study approach. For data collection, the author used purposive sampling (Nofianti, 2017), selecting subjects based on specific predetermined criteria.

Informants were determined deliberately: (1) identifying informants who are the focus of the study, (2) informants are residents of Sumuran village, Lorong IV, Batangtoru district.

The research analyses the parenting styles of parents who did not graduate from high school and their impact on children's socio-emotional development, identifies improper parenting patterns, and provides solutions and strategies to improve socio-emotional development. In this research, the primary instrument is the author herself. After the research focus becomes clear, the instrument is developed to sharpen and fulfil data from initial observations, in-depth interviews, observations, and relevant documentation.

Data validity was tested using triangulation methods, which check data accuracy by comparing it with other data sources, methods, or theories

Tabel 1. Informant Information

Initials	Age and Gender	Occupation	Last Education	Data Collection
(A)	36 (P)	Farmer	Junior High School	Interview & observation
(IL)	35 (P)	Housewife	Junior High School	Interview & observation
(NM)	32 (P)	Housewife	Junior High School	Interview & observation
(SY)	34 (P)	Farmer	Until Grade XI of High School	Interview & observation
(ER)	44 (P)	Farmer	Elementary School	Interview & observation
(RAA)	12 (P)	Student	Elementary School	Interview & observation

(YA)	12 (P)	Student	Elementary School	Interview & observation
(AR)	11 (P)	Student	Elementary School	Observation
(MH)	11 (L)	Student	Elementary School	Observation
(T)	11 (P)	Student	Elementary School	Observation

Tabel 2. Indicators of Parenting Styles and Socio-Emotional Development of Children

Variable	Indicator	Sub Indicator
Parenting Style	Authoritarian	Controlling and commanding children
	Democratic	Less caring and giving gadgets to children
	Neglectful	Less caring and giving gadgets to children
	Indulgent	Allowing and pampering children with little punishment
Socio-Emotional Development	Self Awareness	Adapting to the environment, showing caution, and managing emotions
	Prosocial Behavior	Befriending peers, self-confidence, respecting differences, and expressing appropriate emotions
	Responsibility	Self-responsibility, recognizing rights, and obeying rules

Source: (Umar et al., 2019)

RESULTS

After the study was conducted, the results could be described based on the research objectives: analyzing parenting patterns on children's socio-emotional development (reviewed from parents' educational background). The findings indicate that children growing up in families with parents educated less than 12 years tend to practice predominantly authoritarian and neglectful parenting styles.

Three informants (parents) applied authoritarian parenting, which is evident when parents demand their children to do something according to their orders without considering the child's mood, not allowing children the freedom to do what they like. Consequently, children feel uncomfortable, stubborn, and difficult to direct because they feel forced and pressured by their parents.

This is illustrated in an interview with RAA, a child informant, during an interview at their home:

Tabel 3. Authoritarian Parenting Dialogue

Informant	Dialogue
RAA	Mom, can I study at my friend's house?
Mother (Y)	Where do you want to wander? Just stay at home and help me.
RAA	I want to go to my friend's house to do homework
Mother (Y)	do it at home!
RAA	All right, I will not go if I am not allowed to.

Pada In terms of socio-emotional development in elementary school-aged children, there are several indicators of prosocial behaviour: (1) playing with peers, (2) understanding friends' feelings, (3) respecting differences, (4) respecting others, (5) showing tolerance, (6) expressing appropriate emotions, (7) recognizing manners, and (8) showing self-confidence.

The research findings showed that three children (RAA, MH, and T) did not achieve two indicators: expressing emotions and showing self-confidence.

Additionally, Indicators of self-awareness include (1) adapting to the environment, (2) showing caution, and (3) managing emotions. From the research, RAA, MH, and T have not achieved two indicators: adapting to new environments and managing emotions. They still need parental help to adapt to new environments and manage emotions.

Moreover, there is an indicator of responsibility for oneself and others in children's socio-emotional development: (1) knowing their rights, (2) obeying rules, and (3) taking responsibility for their actions for their good. From the research, RAA has yet to achieve the indicator of obeying rules, while MH and T have yet to achieve two indicators: obeying rules and taking responsibility for their actions.

Furthermore, indulgent (permissive) parenting was applied by one informant (parent), characterized by continually supporting the child's actions and never considering the child wrong. This forms aggressive behaviour and difficulty in accepting rejection. This is evident when the parent does not fulfil the child's wishes, and the child immediately shows an angry face. However, the parent did not get angry or punish the child, instead allowing them to do what they wanted.

Tabel 4. Indulgent Parenting Dialogue

Informant	Dialogue
AR	Mom, I want to go for an evening walk with Diah.
Mother (IL)	Your brother is still using the bike.
AR	I will use Dad's bike, Mom.
Mother (IL)	The back brakes on your dad's bike do not work.
AR	I can handle it, Mom.
Mother (IL)	Don't go; you might fall (gentle tone).
AR	INo worries, mom. We will be fine. We are just going to the corner.
Mother (IL)	Alright, go ahead

In socio-emotional development, indicators of responsibility for oneself and others include (1) knowing their rights, (2) obeying rules, and (3) taking responsibility for their actions for their good. The findings indicated that AR has not yet managed to regulate themselves and take responsibility for their actions. They still need parental assistance because AR is used to doing things without considering the consequences.

In socio-emotional development, several indicators of prosocial behaviour include: (1) playing with peers, (2) understanding friends' feelings, (3) respecting differences, (4) respecting others, (5) showing tolerance, (6) expressing emotions, (7) recognizing manners, and (8) showing self-confidence. The findings revealed that AR has not yet respected differences, showed tolerance, and understood friends' feelings.

Additionally, three indicators of self-awareness include (1) adapting to the environment, (2) showing caution, and (3) managing emotions. The findings revealed that AR has not yet managed to control emotions and still needs parental assistance.

Furthermore, the observations indicated that when playing, children from authoritarian and neglectful parenting backgrounds tended to be less prominent in play, struggled to express feelings, and preferred playing alone. Parenting styles in families and the social environment are interconnected with children's socio-emotional development. Often, parents neglect children's development, leading to negative impacts such as low self-confidence, difficulty in being directed, stubbornness, difficulty in expressing oneself, and poor socialization with new peers. These negative impacts can be minimized if parents are more open to their children, support each other, and follow parenting programs tailored to children's needs.

DISCUSSION

This study was based on empirical observations, data collection, and analysis grounded in theories of parenting and children's socio-emotional development and supported by various relevant references. It discovered several realities and facts.

The Indonesian Government Regulation No. 87 of 2014 Chapter II Article 7 Paragraph 2 explains that family functions consist of eight aspects: religious, socio-cultural, love, protection, reproduction, economy, socialization and education, and environmental management(PP RI, 2014).

(Retnowati, 2021) stated that experts view the family as a system emphasizing relationships among its members, distinguishing it into closed and open family systems. (Sunarso, 2022) states that a closed family isolates itself from external relations. Conditions causing the importance of family roles in the socialization process include how families motivate children to learn the correct behaviour patterns taught to them so that children can perform personal and social functions that are accepted in society. The level of parents' education influences their mindset and educational orientation for their children.

In every family, parenting styles are consistently applied. According to Hana and Ketfiyah (Ika & Ketfiyah, 2023) parenting style is how parents treat, educate, guide, discipline, and show affection in the maturation process by proper norms. In (Subagia, 2021) book, epistemologically, the word "pattern" is interpreted as a method, and "parenting" means caring for young children, guiding them to be independent, or popularly known as how to educate. Terminologically, parenting is the best method parents use to educate children as a form of responsibility to the child.

Parenting styles, according to (Media, 2024) are of several types:

1. Authoritarian Parenting

   Authoritarian parenting is a style where parents are authoritarian and demand that children follow strict rules set by the parents without explanation. This style can lead to children being obedient but may also cause low self-esteem and social competence.

2. Authoritative Parenting

   Authoritative parenting is considered the best of all parenting styles, as it prioritizes mutual interests above individual ones. Parents using this style do not overly control their children but instead foster independence, confidence, and social competence through supportive and open communication.

3. Indulgent (Permissive) Parenting

   Permissive parenting involves parents allowing children to do whatever they want without setting boundaries. This can lead to children being creative and expressive but may also cause discipline, aggression, and initiative issues.

4. Laissez-Faire (Neglectful) Parenting

   Laissez-faire parenting involves a lack of parental involvement in their child's life. This style can lead to children needing more guidance and support, resulting in poor social and emotional development.

Social and emotional development are closely linked and difficult to separate. According to (Agusniatih & Manopa, 2019) social development means adapting to the surrounding environment, communicating, cooperating, and controlling feelings in group life. Families play a crucial role in educating children to develop these skills.

Emotions are described by (Musman, 2018) as activities or mental upheavals that are significant states of mind. Emotions move faster than moods, originating from the heart, leading to social responsibility. Social acceptance is vital in a child's life, and their social development is influenced by their ability to take on social roles.

Erickson in (Ndari et al., 2019) stages of social-emotional learning involve several phases where individuals face crises that they must resolve. These stages include: *Basic Trust vs Mistrust* (0-1 year) "Developing trust based on dependable care from parents", *Autonimy vs Shame and Doubt* (2 years) "Developing independence through controlling bodily functions and choices", Initiative vs. Guilt (3-5 years) "Developing initiative and leadership through

social interactions", Industry vs. Inferiority (6-11 years) "Developing pride and competence through support and achievements in school and social life"

This study concludes that social-emotional development is influenced by family environment and regional customs, initiating human actions for progress or regression. The role of the individual is vital in the development process, bringing fortune in later life.

CONCLUSION AND SUGGESTIONS

Berdasarkan Based on the findings discussed above, each parent has a different parenting style, each with unique opinions on the best approach to raising children. Some parents believe demanding children follow strict rules is the best way to shape obedient and controlled children. However, authoritarian parenting can make children spoiled, disruptive, shy, indifferent, and indecisive. It is important to note that authoritarian and permissive parenting styles are traditional methods for parents with less than 12 years of education in Sumuran village. For these parents, authoritarian parenting is commonplace, leading to suboptimal socio-emotional development in children. Conversely, children raised with democratic parenting styles tend to develop well, make friends easily, and are independent, cooperative, and willing to share.

The author suggests that future and current parents should open themselves to parenting training to provide proper education for their children. The author also acknowledges limitations in the study, including informants with less than 12 years of education and a small sample size of elementary school-aged children.

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