

## An Analysis of Parenting Styles on Early Childhood's Independent Character Development

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### ABSTRACT

Parenting is the interaction process between parents and early childhood to instill and develop early childhood's characters through natural since early age. The present study aims to analyze parenting styles applied by the parents to develop the early childhood's independent character. In addition, this study employed a case study at which the researchers gathered the data through observation and interview towards 13 early childhoods and 13 mother (parents) as the respondents. The results of the study revealed that 61,54% of the respondents apply positive parenting style to develop their early childhood's independent character, 23,08% of the respondents apply permissive parenting style to develop their early childhood's independent character, and 15,38% of the respondents apply mixed parenting style (positive and permissive parenting styles) to develop their early childhood's independent character. Thus, the majority of the respondents apply positive parenting style to develop the early childhood's independent character at home. In conclusion, the 3 parenting styles can be collaborated each other by the parents based on the characteristics of the early childhood, the tasks given, and also the situation.

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## 1. INTRODUCTION

A family is the smallest unit of society that consists of various important aspects of life. A family is also the first environment for early childhood to acquire an education informally and naturally. In a family, father and mother become educators as well as teachers who educate and teach their early childhood as the student. Education in a family introduces, internalizes, and actualizes values and norms of life. Thus, every family needs to instill both basic values of life and basic practices of life to every early childhood [1, p. 18], [2, p. 141].

Through family education, early childhood is trained to develop their six competencies, namely: (1) religious and moral values, (2) physical-motor, (3) cognitive, (4) language, (5) social-emotional, and (6) art [3, p. 18], [4, p. 74]. Therefore, early childhood cannot be separated from family particularly parents who are able to instill various values of life and actualize their character into daily habitual action. In addition, parents are also responsible to provide education that is in accordance with religious and moral values, and also the needs of life [1, p. 18], [5, p. 28], [6, p. 138].

Dealing with education provided by parents, it becomes the urgent factor that can influence early childhood's life. Thus, parenting is very urgent to be actualized in every family to habituate early childhood's character development. In line with parenting, it can be understood as the interaction process between parents and early childhood to instill and develop early childhood's characters through natural learning such as modelling, guiding, advising, and imitating since early age up to adult [7, p. 430]. In addition, parenting plays an urgent role in early childhood's life notably to shape characters earlier. Besides, parenting is a way to prepare and optimize early childhood's growth and development to be a strong and independent person [7, p. 430], [8, p. 2].

In contrast, most of parents are busy working outside the home, so that most of early childhood's necessities are given to their housekeeper. Thus, parenting that is basically the parents' responsibility becomes the housekeeper's or babysitter's responsibility [9]. On the other hand, due to various factors, the housekeeper or babysitter is not able to educate and actualize early childhood to behave independently. Therefore, early childhood must always be assisted in carrying out anything, notably in fulfilling personal needs including completing the school tasks. If this phenomenon has become a habit, then early childhood's independent character becomes something urgent and expensive [10], [11].

Referring to independent character, it is understood as an individual character acquired accumulatively through habituation during early childhood's growth and development. Independent is one of the characters that is instilled by parents since the beginning of the early ages. Later on, early childhood is trained and guided to face the various environmental situations independently. Even though parents should collaborate with teacher to provide opportunities for early childhood to be independent. However, parenting carried out by parents becomes the main and first pillar in shaping early childhood's independent character [12, p. 3039], [13, p. 150], [14, p. 144].

This present study is also underpinned by the previous studies such as [5], [12]–[17]. The first previous study conducted by [5] is similar to the present study which also focus on parenting towards the early childhood's character notably on social-emotional development. Then, the second previous study carried out by [12] is similar to the present study which also focus on parenting towards the implementation of parenting to create the early childhood's independent character. Later, the third previous study done by [16] is similar to the present study which also focus on parenting towards the development of character education for the early childhood. Finally, the last previous study carried out by [17] is similar to the present study which also focus on parenting style towards the early childhood's cognitive development such as developing characters. Nevertheless, those previous studies are used as the references of the present study. Then, the researchers propose a research question: "What kind of parenting styles do the parents apply to develop the early childhood's independent character?"

## 2. METHOD

In this present study, the researchers use a qualitative method under a case study such suggested by [18]. In addition, a case study is understood as a qualitative research methodology at which a researcher tries to describe a real and a detail of the system on life-bounded as the so-called 'a case' [19, p. 339].

In the present study, the researchers involved 36 early childhoods and 36 mothers as the population of the study. From the whole populations, they were selected to be 13 early childhoods and 13 mothers as the sample. The early childhoods were the students at Kober Arum Sari located in Jln Kapten Heru Suryadi RT. 02, RW. 17, Puncak Asih, Cisadap village, Ciamis sub-district, Ciamis regency. The data were gathered through observation and interview. The observation was carried to 13 early childhoods aged 5-6 years old towards their independent character during joining learning activities in the classroom. The observation itself was conducted during 3 days from August 21<sup>st</sup> to 22<sup>nd</sup> 2023. Meanwhile, the interview was done to 13 mothers to confirm what kind of parenting style they have applied to educate their child at home. The interview itself was carried out during a day on August 23<sup>rd</sup> 2023. After the data gathered, then those are analyzed qualitatively.

### 3. RESULTS AND DISCUSSION

After conducting the observation towards 13 early childhoods' independent character during joining learning activities from August 21<sup>st</sup> to 22<sup>nd</sup> 2023, the data can be described based the result of the observation. The data are presented as follow.

Table 1. The observation results of the early childhoods' independent character development

<b>Date</b>	<b>Time</b>	<b>Observation results</b>
August 21 <sup>st</sup> 2023	08.00-11.00 a.m.	Based on the first day of the observation, the researchers observed the early childhood's independent character during joining the learning activities in the classroom. The results show that: <ul style="list-style-type: none"> <li>• 5 early childhoods always ask the teachers for helping them to complete the task in every activity. Thus, they are categorized <b><u>start to develop</u></b> (MB) in having independent character.</li> <li>• 6 early childhoods sometimes ask the teachers for helping them to complete the task in every activity. Thus, they are categorized <b><u>developed as expectation</u></b> (BSH) in having independent character.</li> <li>• 2 early childhood never asks the the teachers for helping them to complete the task in every activity. Thus, they are categorized as <b><u>very well-developed</u></b> (BSB) in having independent character.</li> </ul>
August 22 <sup>nd</sup> 2023	08.00-11.00 a.m.	Based on the second day of the observation, the teachers guide and train the early childhoods how to be independent in completing each task given during learning process. The results show that: <ul style="list-style-type: none"> <li>• 3 early childhoods still ask the teachers for helping them to complete the task in every activity. Thus, they are categorized <b><u>start to develop</u></b> (MB) in having independent character.</li> <li>• 6 early childhoods sometimes ask the teachers for helping them to complete the task in every activity. Thus, they are categorized <b><u>developed as expectation</u></b> (BSH) in having independent character.</li> <li>• 4 early childhood have had independent character in completing the task in every activity. Thus, they are categorized as <b><u>very well-developed</u></b> (BSB) in having independent character.</li> </ul>

Table 2. The resume of the early childhoods' independent character development

<b>No.</b>	<b>BB</b>	<b>MB</b>	<b>BSH</b>	<b>BSB</b>	<b>Number of students</b>
1.	-	3	6	4	13
2.	-	23,08%	46,15%	30,77%	100%

Note:

1. BB = Undeveloped
2. MB = Start to develop
3. BSH = Developed as expectation
4. BSB = Very well-developed



Figure 1. The observation towards the early childhood's independent character in completing the tasks in the classroom

After presenting the data of the observation results, then the researchers describe the data from the interview. The question in the interview consists only one: "What kind of parenting style do you apply to your child at home?" Then, the data are presented as follow.

Table 3. The resume of the early childhoods' independent character development

No.	Respondents' code	Respondents' answers	Categorization
1.	M.001	The child must be arranged to be independent, but it is still given freedom.	Positive parenting
2.	M.002	There are not rules, whatever the child's wishes are fulfilled.	permissive parenting
3.	M.003	There are certain rules of the hours at which the child must behave independently, such as having the habit to practice their basic life skills. Although on the other hands, the child is still helped to do tasks that are categorized complicated.	Mixed parenting (between positive and permissive parentings)
4.	M.004	The child is trained to be independent as early as possible, of course through giving an understanding first. Besides, the parents always guide the child during this habituation.	Positive parenting
5.	M.005	The child is given freedom, but still instilled to be independent as early as possible.	Positive parenting
6.	M.006	There are not rules, the child is always helped because he is still too young.	permissive parenting
7.	M.007	The child is given freedom, but she is still instilled and trained to behave independent since as early as possible. In addition, parents need to guide her so that the habit of behaving independent runs continuously.	Positive parenting
8.	M.008	My child is given freedom, but he is still instilled to be independent as early as possible.	Positive parenting
9.	M.009	My child is given freedom, but the parents must instill the child to be independent earlier. Although in a certain situation, my child is still helped to	Mixed parenting (between positive and permissive

10.	M.010	complete the tasks. There are not rules, my child is always helped by me because he is still too young.	parentings) permissive parenting
11.	M.011	My child is given freedom, but I always instill how to behave independently as early as possible.	Positive parenting
12.	M.012	As parents, we always select which tasks should be helped and which ones should not. My child must be given an understanding, how to be independent since early age, especially related to her personal needs.	Positive parenting
13.	M.013	As mother, I always guide my child how to be independent person. My child must be trained to behave independently since early age, especially related to her personal needs.	Positive parenting

(Data, 2023)

Based on the data gathered from the interview, there are 8 parents or 61,54% of the respondents stated that they apply positive parenting style, at which the parents always guide their early childhood to behave independent since as early as possible. The independent character is instilled particularly in the early childhood's basic life skills including doing the task from school. Then, 3 parents or 23,08% of the respondents stated that they apply permissive parenting style, at which they do not have rules for their early childhood at home. Thus, the parents always help their early childhood to complete the tasks including the tasks given by the teachers from school. They have the reason, because their early childhood is still too young to behave independently in their life. The rest, there are 2 parents or 15,38% of the respondents stated that they apply mixed parenting style, at which they apply positive and also permissive parenting styles. In one side, the parents always guide their early childhood to behave independent since as early as possible. On the other side, the parents give freedom and help their early childhood to complete the tasks in a certain situation. In harmony with the aforementioned data gain from the interview, those can be briefly summarized into the following diagram.

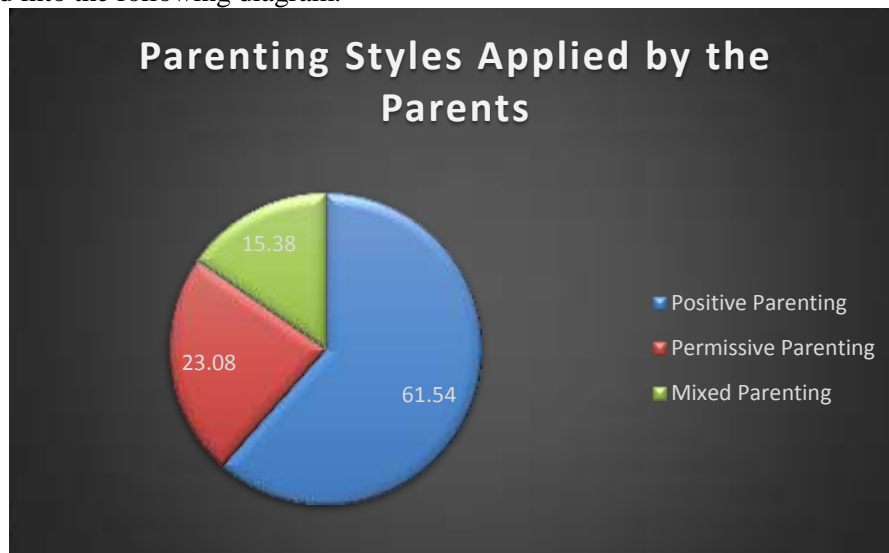


Figure 2. Parenting Styles Applied by the Parents at Home

After highlighting the data gathered from the observation and the interview, in this section the researchers need to answer the research question proposed, "What kind of parenting styles do the parents apply to develop the early childhood's independent character?" Based on the data gathered from the interview, 61,54% of the respondents stated that they apply positive parenting style to develop their early childhood's independent character. Then, 23,08% of the

respondents stated that they apply permissive parenting style to develop their early childhood's independent character. Finally, 15,38% of the respondents stated that they apply mixed parenting style (positive and permissive parenting styles) to develop their early childhood's independent character. Referring to the data aforementioned, those can lead the researchers to answer the research question that there are 3 (three) parenting styles applied by the parents to develop the early childhood's independent character at home. Those parenting styles cover: (1) positive parenting style, (2) permissive parenting style, and (3) mixed parenting style. In conclusion, the majority of the respondents apply positive parenting style to develop the early childhood's independent character at home.

The results of the present study are in line with the results of the previous studies conducted by [5], [12], [16], [17]. Those results of the previous studies show that permissive and positive parenting are applied by the parents at home to develop the early childhood's character, such as social-emotional, intellectual, behavior, and cognitive development (i.e.: authoritative, authoritarian, permissive, and neglecting). In contrast, the results of the present study show that there are 3 kinds of parenting styles (positive, permissive, and mixed) that can be applied by parents at home to develop the early childhood's independent character. The 3 parenting styles can be collaborated each other based on the characteristics of the early childhood, the tasks given, and also the situation. This difference of the results becomes the novelty of the present study.

#### 4. CONCLUSION

Referring to the results of the present study, the researchers conclude that 61,54% of the respondents apply positive parenting style to develop their early childhood's independent character, 23,08% of the respondents apply permissive parenting style to develop their early childhood's independent character, and 15,38% of the respondents apply mixed parenting style (positive and permissive parenting styles) to develop their early childhood's independent character. Thus, the majority of the respondents apply positive parenting style to develop the early childhood's independent character at home. Nevertheless, the 3 parenting styles can be collaborated each other by the parents based on the characteristics of the early childhood, the tasks given, and also the situation.

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