

## **PARENTING STYLE IN DEVELOPING PRE-SCHOOL CHILDREN LANGUAGE SKILLS IN CENTRAL ACEH**

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### **Abstract**

The success of childhood language development is influenced by the family environment which includes the care applied by parents at home. Many of the factors behind the parents, especially a mother, are earning an additional income, one of which is to fulfill the life needs of family members for the sake of mutual survival. The style of parenting greatly influences the quality of children because parents are the first educators of their children. The purpose of this study was to determine the type of parenting style applied by parents in developing the language skills of preschool children in Central Aceh. The research method used is quantitative with the survey method. With the number of research samples as many as 270 parents who get using cluster random sampling analysis techniques. Reliability test in this study has a Cronbach alpha of 0.819. The results of the research show that the type of Authoritative parenting style is higher with Mean = 3.65; Standard Deviation = 0.47. Followed, the permissive parenting style which is in the second level after autotranslation has a value of Mean = 2.08; Standard Deviation = 0.42. Furthermore, at the third level is the authoritarian parenting style that is with Mean = 2.04; Standard Deviation = 0.50. The introductory parenting style shows the parenting style with the lowest value with the acquisition of an average value of Mean = 1.47; Standard Deviation = 0.36. The results of the T-test analysis show the p-value is 0.759 while the significant level that has been set is  $\alpha = 0.05$ . It can be understood that the location of the residence of respondents both in the city and in the countryside there is no difference in parenting in developing the language skills of preschool children.

**Keywords:** Parenting Style, Preschool Children, Developing Language Skills

### **INTRODUCTION**

Humans are generally not separated from speaking wherever they are, because language is a tool for interacting and communicating with other people and has an important role in supporting early childhood development especially parents, preschool environment and community environment need to stimulate the language of children from an early age so children can easily adjust to their environment. Children's speaking ability will start from family, school and community environment, parents are "Al-ummu madrosatul ula", iza a'dadtaha a'dadta sya'ban thayyibal a'raq "which means the mother is the first school for children in preparing the best generation and through the hands of mothers who help carve out the colors of life for their children. Parents are the main factor determining the development of children in all ways if the family is late in stimulating the skills of children in the language it will be hampered the development of the language that will come. According to Santrock (2009, p. 78) language development that occurs in early childhood, provides a foundation for the development of subsequent children in elementary school age.

Bradley and Caldwell (1984) say that parenting that can nurture and stimulate parents is emotional care and responsiveness to regulate stimuli for children, by providing a variety of tools or playing media that are appropriate to the age and stages of childhood development. According to Maryam (2015), the interaction between children and parents is very beneficial for the overall development process of children. Proper development and growth in the early days will ensure good survival for the future.

Along with the increase in household needs, the need for education and health will be one of the reasons parents have jobs so they can fulfill all their needs. Judging from a variety of factors, now not only fathers have jobs but to make an additional living a mother is required to have a job. This can affect the quality of time with children, so that children do not get enough service or care from their parents which will be one of the causes of delays in the growth and development of early childhood, one of which is language development. Based on Dewi and Pujiastuti (2012), the necessities of life, growth, and development of children depend on the care, attention, and affection given by parents, and preschools and the community environment will determine the personal quality and coloring of childhood life.

Furthermore, based on the review of the Ministry of Health of the Republic of Indonesia (2014), the population structure of the age group of children in Indonesia in 2013 included 37.66% of the total age group or as many as 89.5 million people included in the age group of children. Based on the age group, the number of children aged 0-4 years is 22.7 million people (9.54%), age group 5-9 years as many as 23.3 million people (9.79%), age group 10-14 years as many as 22.7 million people (9.55%) and the age group 15-19 years amounted to 20.9 million (8.79%). It is estimated that more than 200 million children in developing countries fail to reach their optimal development potential due to poverty, malnutrition and non-supportive care environments that affect cognitive, language, motoric, and social-emotional development (Public Health, 2014).

## **LITERATURE REVIEW**

This section presents various theories relating to parenting styles in developing the language skills of preschool children. Among the related theories are the types of parenting styles such as Authoritative parenting style, permissive parenting style, authoritarian parenting style, and neglect parenting style. Furthermore, theories about the development of language and factors in language development.

### **Parenting Style**

Imam Al-Ghazali in the theory of human fitrah (Sang, 2011) states that childhood needs can be fulfilled through the roles of parenting parents, teachers, the environment and children themselves, especially following the teachings and education of Islamic religion.

Parenting style is very important and very influences children in various aspects such as intellectual, psychological, psychomotor, and various other developments. Because of that, every treatment given by parents to their children will have an impact on development both positively and negatively. Baharudin and Ibrahim (2008) parenting style have an influence on the development of children, if the parenting style is positive then the child's development will reach its optimum if instead of eating the child will

experience a delay in development. The following are the types of parenting styles according to Baumbrind 1967 & 1991 which are authoritative parenting styles, permissive parenting styles, authoritarian parenting styles, and neglect parenting styles. They are explained below.

1. Authoritative Parenting Style

Authoritative parenting style is parent-child interaction that focuses on and is sensitive to the needs and development of their children because parents explain clearly about behaviors that may or may not be accepted. Characteristics of parents who apply Authoritative parenting style that is having self-confidence in the good response shown by children because parents avoid giving punishment to children but parents who apply the style of authoritative care more towards giving positive support and remain in control.

2. Permissive Parenting Style

The style of nurturing permissive parents is a parenting style that has a high tolerance character such as parents who always obey their children's wishes just to please their children, and let their children do whatever they like without supervision. Parents believe that children will learn from mistakes made by their children.

3. Authoritarian Parenting Style

Authoritarian parenting style is care that adheres to traditional values which mean parents have rules that must be obeyed by children without discussion. These children want not to have to obey all the rules applied by parents without asking parents. This parenting style applies penalties or fines if the rules set are violated by their children. Children who are raised with this parenting style tend to have low development aspects.

4. Ignorance/Intervention Care Style

The style of caregiving parenting parents is parents who do not take part in various aspects of child development. Children who are raised in this parenting style tend to be alone, moody and hindered in developing their talents and potential.

### **Language Development**

Language in general functions to express desires both in verbal and non-verbal forms which are used to interact with other speakers. Language is the foundation of a child to be able to learn something that is in his environment. In Usman (2015, p. 3), there are five language functions, namely: 1) language is a tool for expressing desire, 2) language is a tool for expressing emotions, 3) language is a tool for obtaining information, 4) language is a tool for social interaction, and 5) language is a personal identification tool.

According to Yusuf (2010, p. 119) that "children are required to complete or master the four main tasks that are mutually related to each other, if the child succeeds in completing one task then it also means he can complete the other tasks". The four tasks are as follows: a) understanding, namely the ability to understand the meaning of the speech of others, b) vocabulary development, c) compilation of words into sentences, and d) greeting.

Nasir, Salleh, and Shukur (2015) suggested four theories of language development, namely: the theory of behaviorism, psycholinguistic theory, semantic-cognitive theory, and pragmatic-interactionalism theory. The following are the explanation.

1. Behaviorism Theory

This view is represented by B. F Skinner (1957) emphasizes that the development of childhood language is controlled from outside the child who is learned through imitation rather than an adult who is in the environment that he hears and tries. It can be understood that the environment plays an active role in providing stimuli to children, or the environment is very influential in the development of language owned by children.

## 2. Psycholinguistic Theory

This view is represented by Chomsky in 1974 (as cited in Usman, 2015). He argues that mastery of language in children is natural. This means the environment has an influence in the acquisition of language, but it also considers language as a biological gift, in line with the opening of lingual abilities, genetics has been programmed.

## 3. Semantic-Cognitive Theory

Piaget (1954) language is not a separate natural feature, but one of several abilities derived from cognitive maturity. Meaning of language is not a trait and not also influenced by the environment but its thinking (cognitive function) which will encourage children to interact with the surrounding environment and other environments. Vygotsky, 1986 (Dhieni, 2013, p. 215) suggests that "children's cognitive and language development is closely related to the culture and society in which children are raised. Vygotsky uses the term Zona Proximal Development (ZPD) for tasks that are difficult for children to understand on their own but with the guidance of adults, children will have the skills to do these tasks".

## 4. Pre-Mathematical Theory-Interactionism

According to Dhieni (2013), interactionists explained that various factors such as social, linguistic, maturity, biology, and cognitive influence each other, interact and change each other so that it can affect the development of individual languages.

## METHOD

This study uses a type of quantitative research and the data analysis techniques used are descriptive and inferential. The variables studied were parenting styles in developing the language skills of preschool children in Central Aceh. The study population was two sub-districts in Central Aceh District. The study sample amounted to 270 parents obtained through the cluster random sampling technique. The questionnaire focuses on parenting styles in developing the language skills of preschool children. The questionnaire has a Cronbach alpha value of 0.819. Data analysis uses frequency, percentage, mean and standard deviation.

## RESULTS AND DISCUSSION

**Table 1.** Research respondents by gender

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	107	39.6
Female	163	60.4
Total	270	100.0

Based on Table 1, shows the gender of the respondents, as many as 107 male/father respondents (39.6%) and 163 female/mother respondents (60.4%).

**Table 2.** Research respondents based on the location of residence

Location	Frequency	Percentage (%)
Urban	159	58.9
Rural	111	41.1
Total	270	100.0

Based on Table 2, it shows the location of residence of the respondents, 159 respondents (58.9%) lived in urban areas, while 111 respondents (41.1%) lived in rural areas.

**Table 3.** Authoritative parenting style

	N	Minimum	Maximum	Mean	Std. Deviation
Autotaratatif	270	2.45	4.73	3.65	0.47
Valid N (listwise)	270				

Based on Table 3, it shows the mean and standard deviation are at the highest level, namely Mean = 3.65; Standard Deviation = 0.47, this means that preschool childhood parents in Central Aceh apply an Authoritative parenting style.

**Table 4.** Permissive parenting style

	N	Minimum	Maximum	Mean	Std. Deviation
Permissive	270	1.44	3.67	2.08	0.42
Valid N (listwise)	270				

Based on Table 4, it shows the mean and standard deviation are at the second highest, namely Mean = 2.08; Standard Deviation = 0.42. The average value obtained shows that permissive parenting styles are the second parenting style used by parents in Central Aceh after an autotransitive parenting style.

**Table 5.** Authoritarian parenting style

	N	Minimum	Maximum	Mean	Std. Deviation
GA_Authoritarian	270	1.13	3.50	2.04	0.50
Valid N (listwise)	270				

Based on Table 5, it shows the mean and standard deviation are at the third level after the authoritarian and permissive upbringing force is Mean = 2.04; Standard Deviation = 0.50, it can be understood that parents who apply the authoritarian type of parenting style are very few as evidenced by the mean value.

**Table 6.** Ignorance/intervention care parenting style

	N	Minimum	Maximum	Mean	Std. Deviation
GA_Penelantar	270	1.00	2.57	1.47	0.36
Valid N (listwise)	270				

Based on Table 6, it shows the mean and standard deviation are at the lowest level indicated by the acquisition of the average value of Mean = 1.47 and Standard Deviation = 0.36. The average value shows that the father of Central Aceh hardly applies this type of parenting style as evidenced by the lowest mean and standard deviation compared to other parenting styles.

It can be concluded that preschool children in Central Aceh are more dominant using autotransitive parenting styles in developing their children's language skills, which is shown by the highest average scores and standard deviations compared to permissive parenting styles, and intimate parenting styles.

The results of this research are supported by Tridhonanto and Agency (2014) which states that autotransitive parenting style is the care of parents who supervise their children to form personalities by prioritizing the interests of children who are rational thinkers. Parents have a great responsibility in educating their children because children are born like a blank paper that is recognized as the "Tabularasa" theory by John Locke which means that children are willing to accept outside influences in the form of education from their parents. Tabularasa in Islam is known as "Fitrah" which means clean or holy.

Next is the answer to test the hypothesis that has been fostered. The null hypothesis ( $H_0$ ) in this study used the T-Test (*Independent T-Test*) to find out the significant difference between parental care styles in developing preschooler language skills in central Aceh based on the location of the respondent's residence.

**Table 7.** Respondent's residence location

	Location	N	Mean	Std. Deviation	t	Sig
Parenting Style	Urban	158	2.3487	0.21	2.962	0.75
	Rural	111	2.2677	0.22		

The results of the T-test analysis show the p-value is 0.75 while the significant level that has been set is  $\alpha = 0.05$ . Based on the results of the analysis prove that there is no significant difference between parenting styles in developing the language skills of preschool children in Central Aceh seen from the location where the respondent lives, meaning that the hypothesis developed is accepted. It can be understood that the location of the residence of respondents both in the city and in the countryside there is no difference in parenting in developing the language skills of preschool children.

## CONCLUSIONS

This study shows that parents in central Aceh tend to apply Authoritative parenting styles as evidenced by the highest acquisition of mean and standard deviations compared to other lower parenting styles. Even though the dominant authoritative parenting style is used sometimes parents are still permissive and autotarious, this is why parents adjust to situations that require parents to behave according to their children's needs as long as they are still under their supervision. This study also has answered the hypothesis that has been fostered. The results of the research based on the hypotheses were obtained that there was no significant difference between the care styles of the fathers in developing the language skills of preschool children in Central Aceh, which had a hypothetical meaning than those that had been developed was accepted.

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