

The Influence of Parenting Styles (Authoritarian, Democratic, and Permissive) on the Independence of Group B Children at KB Al-Fatih Banyuasin III

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ABSTRACT

Early age is an important phase for developing independence in children, where they learn to manage daily activities without the help of others, such as eating and dressing. This independence includes physical, emotional, and social aspects, which are greatly influenced by parental parenting patterns. This study aims to determine the effect of parental parenting patterns on the independence of group B children at KB Al Fatih Banyuasin III. The independent variable is parental parenting patterns while the dependent variable is child independence. The type of research uses quantitative with the Ex Post Facto method. The sample consisted of 53 parents of children who attended KB Al Fatih Banyuasin III, with data collection techniques using questionnaires. Data analysis used in the hypothesis test is simple linear regression analysis. The test results show that parental parenting patterns on the independence of Group B children at KB Al Fatih Banyuasin III show that parental parenting patterns have a significant effect on child independence. Judging from the results of the t-test, the calculated t value is $8.199 > t_{table} 2.008$, so H_0 is rejected and H_a is accepted and the results of the determination coefficient explain that the magnitude of the influence of the parenting pattern variable on the child's independence variable is 56.9% while 43.1% comes from other influences.

Keywords : *Parenting Patterns, Child Independence, Early Childhood Education.***Article History :**Received 10th March 2025Accepted 16th April 2025Published 18th April 2025

INTRODUCTION

Early age is the right time to develop all aspects of development because children experience a rapid growth and development process. This period is the right time to develop all aspects of development including independence in children. Independence is the ability to organize and carry out daily activities or tasks without the help of others. Independent children in other words, children learn to meet their own needs such as cleaning their bodies, wearing clothes, without the help of others. Independent children can socialize easily with their environment, while those who are less independent have low social skills and are always dependent on their parents (Sa'adah & Masykuroh, 2021) .

Independence is an attitude that is acquired continuously through a process experienced by each person in their development. Forms of independence that can be done by early childhood physically are taking care of themselves such as eating alone without being fed, dressing without help, bathing and urinating or defecating alone. On the social side, children's independence can be seen through children's actions in making decisions emotionally and children's ability to interact with others in terms of expressing opinions socially (Wahyuningsih et al., 2023) .

Children's independence at an early age is very important because it forms the foundation for the development of their personality and social skills. Independent children

tend to be more confident and able to overcome challenges. The parenting style applied by parents has a major influence on this independence; a democratic parenting style gives children the opportunity to make decisions and try new things, while an authoritarian parenting style can create dependency. Research shows that positive interactions between parents and children increase children's independence and social skills (Rizkyani et al., 2021). Children's independence at an early age is very important because it is the foundation for the development of personality, social skills, and the ability to overcome challenges. Children who are given the opportunity to be independent in a supportive environment tend to be more confident and able to make decisions. Good parenting patterns, such as providing encouragement and space to explore, greatly influence the development of children's independence. Conversely, authoritarian or overly protective parenting can hinder children's ability to be independent (Sujiono, 2016).

Children's characteristics and behavior are seen from the parenting patterns applied by parents to children. The character of early childhood that is very important to be instilled and taught from an early age is independence. Family parenting patterns greatly influence the formation of children's character. Each family usually has a different parenting pattern for children. The way parents raise or educate children will affect the development of their children's independence. Parents who prohibit or say "don't" too much to children without a rational explanation will hinder the development of children's independence (Karina Esti Pratiwi et al., 2020). The parenting patterns applied by parents have a significant impact on the development of independence in early childhood. A democratic parenting style, which gives children the opportunity to participate in decision-making and exploration, can increase their self-confidence and ability to be independent. Conversely, authoritarian parenting, which tends to control and limit children's freedom, can hinder the development of independence and create dependence on parents. Research shows that children who are raised in a supportive environment and provide space to practice independence tend to be better able to overcome social and emotional challenges (Amaliana & Afrianti, 2022).

Several experts have explained that young children, especially in Indonesia, are often late in becoming independent. In independence, there are several types of independent attitudes in early childhood, including: physical independence, which is a form of child skills when doing activities without the help of others, such as washing hands, tidying up their own toys, emotional independence when children can handle their own emotions, especially negative ones such as fear and sadness, and can feel comfortable and safe with themselves without being accompanied, and social independence, which is a child's ability to socialize with the surrounding environment, such as: waiting in line when washing hands, children can interact with their friends. Likewise, children are still dependent on their parents, still accompanied until they get home from school and when they get assignments from teachers, children do not want to do them. This condition is because parents have not taught independence to children since childhood. Because parents do not teach their children to do things themselves.

Based on research conducted by Andhriana and Tanjung, from an early age, parenting patterns have a major influence on children's independence. When parents use the right parenting style, children can be given the opportunity to explore many experiences, learning and knowledge, including the formation of independent character. These values can ultimately become the main capital to help children grow and develop stronger, not only in terms of mentality and personality, but also in terms of independence (Rizkyani et al., 2021).

In line with Amaliana and Afrianti, the results of their research show that children's independence is influenced by their parents. Children's independence is influenced by many things, one of which is the parenting style used by their parents. In authoritarian parenting, children tend to be very dependent on their parents both at home and at school. However, democratic parenting can encourage independence in children by giving them the opportunity to try new things and by supporting them. On the other hand, children who are raised in a

permissive parental environment are given freedom but have no boundaries, so even though children may appear independent, it also makes children tend to do uncontrolled things, such as disturbing their friends, going in and out of class (Amaliana & Afrianti, 2022).

Based on the research above, it is important for parents to place appropriate parenting patterns, basically this independence comes from the child's closest environment, namely the family and is greatly influenced by the parenting method used. Providing the right parenting pattern not only creates children who feel loved, considered valuable, cared for, protected and get support from their parents, but can also grow individuals who are strong-spirited, independent, not dependent on others. Therefore, parents are very important in raising and teaching their children, not only limited to giving orders, but also need to be involved and guide, provide positive encouragement, and provide good examples.

Based on initial observations conducted by researchers in March 2023, then continued in August 2024 at KB Al Fatih Banyuasin III regarding independence in group B children, there were still children whose independence was lacking, especially at the beginning of the new school year. This can be seen when there are still children who ask for help from teachers to accompany them to the toilet, there are children who are still unable to eat by themselves and tidy up their own lunch boxes properly, there are still those who are not used to wearing their own socks and shoes, and there are still children who cry when they come and enter the classroom. However, on the other hand, there are already children who are able to go to the toilet by themselves, eat and tidy up their food properly, wear their own socks and shoes, and do not cry when they come to school.

In relation to the above problems, the researcher wants to conduct a study on parenting patterns towards children's independence. This study was conducted to determine how much influence parenting patterns have on children's independence. Based on the background above, the researcher is interested in conducting a study entitled "The Influence of Parenting Patterns on Children's Independence in Group B at KB Al Fatih Banyuasin III".

METHOD

In this study, the researcher used a quantitative method, which is an approach based on the philosophy of positivism. According to Sugiyono (2024:15), the quantitative research method is intended to study phenomena in a particular population or sample by collecting data through standardized research instruments. This process allows researchers to conduct quantitative or statistical data analysis, so that the results can provide a clear picture and test previously established hypotheses.

ex post facto research design in this context is very relevant. *Ex post facto research* is a method used when researchers do not provide treatment or intervention to the variables being studied. Instead, researchers observe variables that already exist and events that have occurred before the study was conducted. This allows researchers to investigate relationships between variables without experimental manipulation, making it more ethical and practical in many cases, especially when dealing with variables that cannot be directly manipulated.

Ex post facto research focuses on observing variables that have already occurred, providing insight into cause and effect without the need to change existing conditions. In this study, a quantitative approach and *ex post facto design* were used to explore and understand the influence of parenting patterns on child independence, by analyzing data obtained from pre-existing respondents. This method provides a clearer picture of the relationship between the variables studied, so that researchers can draw valid and reliable conclusions based on statistical analysis (Prihatin, 2023).

The population in this study were all parents of class B children who attended KB Al Fatih Banyuasin III, totaling 4 classes. The sample selection technique used in this study was *total sampling* or saturated sampling. *Total sampling* according to (Sugiyono, 2023:67) is a sampling technique when all members of the population are used as samples. According to Arikunto in (Dwi Jatiningrum et al., 2024) if the population is less than 100 then the entire

population is used as a research sample, with the sample in this study being classes B1, B2, B3, and B4. With the number of children B1: 13 children, B2: 14 children, B3: 13 children, and B4: 13 children. Thus, the sample in this study amounted to 53 parents of children.

The data collection technique in this study was using a questionnaire. The stages in implementing the research procedure consisted of three main phases. First, at the research preparation stage, the researcher submitted a letter of request for research permit to the FKIP of Sriwijaya University, which was then forwarded to the Department of National Unity and Politics and the Department of Education of Banyuasin Regency, as well as to the principal of KB Al Fatih Banyuasin III. Second, at the research implementation stage, the researcher collected data at KB Al Fatih Banyuasin III by distributing questionnaires to parents of children through collaboration with class teachers; the questionnaires were filled out by parents at home and returned to the school after completion. Third, at the final stage of the research, the researcher collected all the data obtained, processed and analyzed it, drew conclusions, and compiled a final research report.

The analysis technique used is a simple linear regression analysis which aims to determine whether there is a significant influence and to determine the direction of the relationship between the independent variable and the dependent variable whether it is positive or negative (F. Fatmawati & Lubis, 2020). This analysis technique was chosen by researchers in addition to determining the effect of parenting patterns (X) on child independence (Y), also to determine how much influence parenting patterns have on child independence by collecting data objectively with real conditions in the field.

FINDINGS AND DISCUSSION

The data contained in this study include the variables of parenting patterns (X) and child independence (Y). The two variables were then arranged into a research instrument in the form of a questionnaire which was then distributed to all parents of group B children at KB Al Fatih Banyuasin III with a total of 53 parents as respondents.

The results of the questionnaire distribution were tested for normality using the IBM SPSS computer statistics program version 25. This study used the *One Sample Kolmogorov-Smirnov test* with a significance value of 0.05 with the following decision making:

If the sig value > 0.05 then the data is normally distributed

If the sig value < 0.05 then the data is not normally distributed.

Table 1. Results of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		53
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.33442842
Most Extreme Differences	Absolute	.077
	Positive	.077
	Negative	-.058
Test Statistics		.077
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Data processed in 2025

Based on Table 1 above, it is known that the N value in the normality test is 53. The results obtained show that the Asymp Sig. (2-tailed) value is 0.200, this value is greater than 0.05. Thus, it can be interpreted that in this analysis the data is normally distributed.

Then a linearity test is carried out which aims to determine whether the regression equation obtained is linear or not. If the results say it is not linear, then the regression analysis cannot be continued. The criteria for the linearity test are:

Deviation from linearity > 0.05 then the model can be said to be linear.

Significance Deviation from linearity ≤ 0.05 then the model can be said to be non-linear.

Results of the linearity test analysis can be seen on the table in lower This:

Table 2. Test Results Linearity

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Child Independence * Parenting Patterns	Between Groups	(Combined)	1739.313	23	75,622	4.174	.000
		Linearity	1287.741	1	1287.741	71,083	.000
		Deviation from Linearity	451,571	22	20,526	1.133	.371
	Within Groups		525,367	29	18,116		
	Total		2264.679	52			

Source: Data processed in 2025

The output results of the linearity test can be seen in the table above, namely the significance value of the *Deviation from Linearity* between the parenting pattern variable and child independence, which is 0.371. Based on the decision-making criteria, if the significance value is >0.05, the correlation of the independent variable to the dependent variable has a linear relationship.

The influence between the independent variable, namely parenting patterns, on the dependent variable, namely child independence, can be determined by testing simple linear regression analysis. This test is carried out with the help of the IBM SPSS computer statistics program version 25. It can be seen as follows:

Table 3. Results of Simple Linear Regression Analysis

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients Beta	
		B	Std. Error		t
1	(Constant)	28,095	5,462		5.144
	Parenting Patterns	.574	.070	.754	8.199
					Sig.
					.000
					.000

a. Dependent Variable: Child Independence

Source: Data processed in 2025

Based on table 4.14, a simple linear regression equation model can be obtained as follows:

$$Y = 28.095 + 0.574 X_1 + \epsilon$$

Then the interpretation of the equation is as follows:

Based on the equation above, the constant value (a) is 28.095, which means that if the parenting pattern variable has a value = 0, then the child's independence value is 28.095. The coefficient value of the parenting pattern variable (X) is 0.574, meaning that if the parenting pattern increases by 1, the child's independence will increase by 0.574. The regression coefficient is positive between parenting patterns and child independence. This shows that if the parenting pattern increases, the child's independence will also increase.

The results of the simple linear regression analysis test also produced a determination coefficient value of R². This value can be seen in the following table.

Table 4. Results of Determination Coefficient
Model Summary ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.569	.560	4.37672

a. Predictors: (Constant), Parenting Patterns

b. Dependent Variable: Child Independence

Source: Data processed in 2025

Based on table 4.15, the value of the coefficient of determination (R²) can be seen in the *R Square column*, which is 0.569. This value explains that the magnitude of the influence of the parenting pattern variable on the child's independence variable is 0.569 (56.9%), while 43.1% is influenced by other variables outside the research model.

Hypothesis testing is conducted to show how far the influence of independent variables on dependent variables individually. In this study, hypothesis testing is used to determine the influence of parenting patterns on children's independence. With the criteria if t count is greater than t table then the independent variable affects the dependent variable. The results of the hypothesis test can be seen as follows:

Table 5. Results of T-Test Analysis
Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	28,095	5,462	5.144	.000
	Parenting Patterns	.574	.070	8.199	.000

a. Dependent Variable: Child Independence

Source: Data processed in 2025

Based on the table above, the t_{count} value is 8.199 and the t_{table} is 2.008, so it can be concluded that $t_{\text{count}} > t_{\text{table}}$ and a significant value of $0.000 < 0.05$ is obtained. Based on the hypothesis, it can be interpreted that H_a is accepted and H_0 is rejected. Thus, the parenting pattern variable partially has a positive and significant effect on children's independence.

The results of the study showed that the majority of parents in KB Al Fatih Banyuasin III applied a democratic parenting pattern, with a percentage reaching 70%. This parenting pattern is characterized by the active involvement of parents in making decisions with their children, as well as providing balanced support and guidance. This finding is in line with research by (Amaliana & Afrianti, 2022) which states that a good parenting pattern that can develop aspects of children's independence is a democratic parenting pattern and children who are raised by parents with a democratic parenting pattern are children who have begun to be independent, especially with all family members encouraging children to achieve their independence. Therefore, parenting patterns are very influential in the formation of aspects of children's independence.

In line with research results (Darmayanti et al., 2023) that parenting patterns have a direct effect on children's independence, so it can be concluded that the higher (better) the parenting pattern, the higher (better) the child's independence. It can be concluded from the results of the study that democratic parenting greatly influences aspects of child development, especially child independence as the results of this study. Parents with democratic parenting patterns always make time with their children, interact with their children, always direct their children, guide their children to solve problems they encounter in their lives, listen to their children's opinions, all of which affect aspects of children's development in their later lives.

In contrast, 15% of parents apply an authoritarian parenting style, which focuses more

on strict control and discipline with little room for discussion. In authoritarian parenting, authoritarian parents will be rigid and strict and children are not given space in everything to explore what is in themselves, in addition parents will limit children's activities strictly (Pembayun & Mudhar, 2022). Meanwhile, the other 15% of parents use a permissive parenting style, which tends to let children do what they want without much guidance. Although this pattern provides freedom, the lack of rules and direction can hinder children's learning of responsibility and independence.

Overall, these results show the importance of positive parenting in supporting the development of children's independence. With the dominance of democratic parenting among parents in KB Al Fatih, it can be assumed that children will be better able to develop independence and responsibility in everyday life. It can be concluded that the majority of parents in KB Al Fatih Banyuasin III apply democratic parenting.

The independence of early childhood in this study was measured based on seven indicators, namely practical life, self-confidence, responsibility, discipline, ability to socialize, sharing, and ability to control emotions. The results showed that 25% of children were in the high independence category, 60% in the medium category, and 15% showed low independence. These findings reflect that most children are at a good level of independence, although there are still some children in the low category.

Independence is an aspect that must be possessed by children. Based on direct observation and observation, children at KB Al Fatih Banyuasin III have been able to carry out physical activities independently and well, such as dressing, eating, and playing with peers independently. Good physical ability is an important foundation for independence, because children who have these skills are more likely to carry out various daily activities without the help of adults.

Independence is the ability to organize and carry out daily activities or tasks without the help of others, such as children learning to meet their own needs such as cleaning their bodies, wearing clothes, without the help of others. An independent attitude is part of a child's potential in behavior that must be developed to make their lives easier in the future. This ability can be trained by providing habits, parents giving trust and communication to children, and they will carry it into adulthood (Sa'adah & Masykuroh, 2021). Thus, although many children show independence in physical abilities, it is important for parents to continue to support the development of their independence in other aspects, such as emotional and social.

Overall, these results indicate that early childhood independence can be influenced by various factors, including parenting patterns. Therefore, efforts to improve children's independence must include a holistic and diverse approach, with special attention to activities at home and at school so that children's independence develops optimally and is able to carry out daily activities without the help of others.

Parenting styles applied by parents have a significant influence on children's independence. Research shows that democratic parenting, which encourages participation and initiative, can increase children's self-confidence and independence. Conversely, authoritarian parenting tends to inhibit the development of independence, making children more dependent on their parents.

Based on the results of the t-test, the calculated t value is 8.199 and the t table is 2.008, so it can be concluded that the calculated $t > t_{table}$ and the significant value is $0.000 < 0.05$. So it can be interpreted that H_a is accepted H_0 is rejected, thus the parenting variable partially has a positive and significant effect on children's independence. With a determination coefficient (R^2) of 56.9%, it shows that more than half of the variation in children's independence can be explained by parenting patterns. Therefore, the application of supportive parenting patterns is very important to help children grow into independent individuals.

The results of this study are in line with the results of the study (Riyana, 2023) which stated that the value (t) for the Parenting Pattern variable was -4.442 with a significant value/Sig. (2-tailed) of 0.000, where this value shows less than 0.05 (5%). This shows that the Parenting

Pattern variable has a positive and significant influence on Early Childhood Independence. The results of the hypothesis proposed in this study are Parenting Patterns and significant on Early Childhood Independence. So it can be concluded that there is an influence of Parenting Patterns on Early Childhood Independence at Raudotul Athfal (RA) Khoiron Kupang Teba Bandar Lampung.

Then in line with research by (Sari & Rasyidah, 2020), which states that positive parenting, especially democratic parenting, encourages children to be more independent. By providing support and opportunities for children to make decisions, parents can increase children's self-confidence and responsibility.

Thus, the results of this study confirm the importance of the role of parents in creating an environment that supports the development of children's independence and appropriate parenting patterns for children. Efforts to increase children's independence must involve a comprehensive approach, in which parents play an active role in supporting and guiding children in the learning and development process.

CONCLUSIONS

Based on the results of the research and data analysis conducted on the influence of parenting patterns on the independence of Group B children at KB Al Fatih Banyuasin III, it shows that parenting patterns have a significant influence on child independence. Seen from the results of the t-test, namely the calculated t value of $8.199 > t_{table} 2.008$, so that H_0 is rejected and H_a is accepted and the results of the determination coefficient explain that the magnitude of the influence of the parenting pattern variable on the child independence variable is 56.9% while 43.1% comes from other influences.

The practical implications of these results are very important for early childhood education. Educators can provide training for parents on parenting that supports independence, such as providing opportunities for children to carry out daily activities independently. In addition, curriculum programs that encourage collaboration and responsibility can also be implemented. This study serves as a reference for educational institutions to design holistic programs, strengthening cooperation between parents and teachers to support the development of children's independence.

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