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PARENTING PATTERNS ON CHILD SOCIAL-EMOTIONAL DEVELOPMENT DURING PANDEMIC COVID-19

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Abstract

The age of the child is the best period to shape and develop a child's potential. During the Covid-19 pandemic, it was difficult for most children to meet their social needs. So, the parents must accompany and care for their children, so their needs are met. This study aimed to determine the relationship between parenting styles and children's social-emotional development during the Covid 19 pandemic. This study was a quantitative study using a cross-sectional design. The sampling technique used was purposive sampling and obtained 40 mothers who have pre-school age children. The data were analyzed using the Chi-Square test. The results showed that the number of respondents with sufficient parenting styles with children who had good social-emotional development was 31 people. Meanwhile, respondents who had a good parenting style with good social-emotional development were three people. Chi-square analysis showed a p-value of 0.154, which means there was no significant relationship between parenting style with children's social-emotional development. Other factors probably affect children's social-emotional. Therefore, further study is needed, such as environmental conditions, the fulfillment of recreational needs, and the school environment.

Keyword: parenting patterns, social-emotional, children

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1. Introduction

Children as the next-generation, their welfare should be considered physically and emotionally. The best period in shaping character and personality is starting since they were small. At that age, it is easier to boost their development optimally. Moreover, the family is the best person to introduce various forms of learning to children.^[1]

Social-emotional is an aspect that must be developed from an early age. This aspect would determine children's

personality in adulthood. Bad experiences as a child can make children anti-social and lack self-confidence. Technological development factors that are increasingly rapid and sophisticated can also affect the emotional condition of children.^[2]

Children start to learn social ability at this age, but due to Covid-19, most parents were limiting their activity. Therefore, to stimulate their social-emotional ability, parents are required to find the proper parenting

strategy.^[3]Fauziyah et al. previous study stated that several factors influence pre-schooled child's' social-emotional, namely parents' socio-economic conditions, parenting styles, and sibling rivalry.^[4]

The results of a preliminary study at Pesantren, Kediri city, toward ten mothers who had children aged 5-6 years showed that eight mothers often scolded their children because the children were playing with their friends. Most mothers stated that they felt they would safer if they stay at home. Moreover, the mothers felt that the children were safer when playing in the house. Furthermore, the children stated that they felt bored, and the plaything is limited.

Parents, especially mothers, play an important role in helping the child's optimal social-emotional development.^[5] Based on the description above, the authors are interested in researching parenting patterns in the pre-schooled children's' social-emotional development during the Covid 19 pandemic.

2. Method

This research was a quantitative study using a cross-sectional design. The sampling technique used was purposive sampling and obtained 40 mothers who have pre-schooled age children. The research was conducted in Pesantren and Mojoroto District of Kediri City. Data collected in May - June 2020. The independent variable in this study was the parenting style, while the dependent variable was social-emotional development. The questionnaire was used as an instrument. Collected data were analyzed using a Chi-Square test.

3. Results and Discussion

a. Univariate Analysis

Univariate analysis was conducted to determine the characteristics of respondents based on education level, age, and occupation.

Table 1. Respondents' Education level

Education Level	f	%
Elementary School	5	12.5
Junior High School	2	5
Senior High School	21	52.5
College	12	30
Total	40	100

Table 1 shows that most respondents (52.5%) were graduated from senior high school. At this level of education, a person tends to have the ability to absorb information better. A previous study stated that education level had a positive effect on her language and intellectual skills.

The higher the education level, the easier it is to receive information. It helped to achieve health education purpose to stimulate child's' growth and development better.^[6]

Table 2 Respondents' Age

Age (years old)	f	%
< 20	4	10
20 - 35	36	90
Total	40	100

Table 2 shows that most respondents were of reproductive age, namely 20 - 35 years (90%). At the age of under 20 years, physically and mentally are not ready for pregnancy. and at a young age, they were mentally were not ready to care for, nurture, and raise their children.^[7]

Table 3. Respondent's Occupation

Occupation	f	%
Civil Servants	2	5
Private Worker	12	30
Entrepreneur	4	10
Housewife	22	55
Total	40	100

Table 3 shows that most respondents are housewives. A previous study stated that many children with delayed development have working mothers. The housewife had more time at home, and they were expected to interact more with their children; when the mother had less time to interact with their children, it is hard to provide proper stimulus.

Table 4. Distribution of Parenting Patterns

Parenting Patterns	f	%
Poor	0	0
Good	35	87,5
Excellent	5	12,5
Total	40	100

Table 4 shows that most respondents had an excellent parenting style. Excellent parenting style will help in shaping a child's psychological and emotional. Excellent parenting was shown from how good the parents responded to their children's needs, good at giving support, and their involvement. It was proven to help in reducing the risk of depression and other social-emotional problems.^[9] Parents who emotionally stable will influence their child's social-emotional.^[10] Based on further research, it shows that during the Covid 19 pandemic, there needs to be cooperation with other people such as grandmothers or health workers to shape and instill character in children.^[11,12]

Table 5. Distribution of Pre-Schooled Children Emotional Social Development

Emotional Social	f	%
Poor	6	15
Good	34	85
Total	40	100

Social-emotional development variables were classified into the poor and good categories. Table 5 shows that respondents with good social-emotional development were 34 people, and six respondents categorized had poor social-emotional development.

Social-emotional development is obtained from the experience of interacting with others following social demands. Children's ability to have intact is obtained from the people around them, such as parents, siblings, or peers.^[13] So it can be concluded that parenting styles influence children's social-emotional behavior in various aspects of life. Children need to get along with people in their environment, including peers, to gain experience. If the environment did not provide comfort or negatively impacted, the parents control the child's attitude and do not mean forbidding the child to socialize.^[14]

b. Bivariate Analysis

Bivariate analysis was conducted to determine the relationship between parenting styles and social-emotional development.

Table 6. Cross-tabulation between Parenting Styles and Social Emotional Development

		Social-Emotional		Total
		Poor	Good	
		Parenting Style	Poor	
	Poor	4	31	35
	Good	2	3	5
	Total	6	34	40

Table 6 shows that respondents who have a good parenting style and social-emotional development are 31 people. Meanwhile, respondents who have poor parenting style and good social-emotional are three people.

Table 7. Fisher's Test Parenting Patterns with Children's Social-emotional Development

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Fisher's Exact Test				0.154	0.154
Linear-by-Linear Association	2.731	1	0.098		
N of Valid Cases	40				

Table 7 shows that the cells with an expectation value of less than 5 are as much as 50%, which means the chi-square test performed must be replaced with Fisher's exact test. The significance value based on the fisher test is 0.154. This value is greater than the value of the research error used, which is 0.05. It can be concluded that there is no relationship between parenting style and children's social-emotional development. According to Windiastris and Nurhaeni's previous study, there was no significant relationship between parenting styles and children's social-emotional development.^[14] Other factors did not affect children's social-emotional development, such as the work of parents, education level, and gender.

Another study stated that parents should apply parenting patterns following their development. The choice of parenting dramatically affects children's social development.^[16] However, several factors should be considered, such as environmental conditions, meeting recreational needs for children, children's physical conditions, and the school environment in meeting their learning needs. A good maternal would affect children's emotions and vice versa.^[17]

4. Conclusion

There is no relationship between parenting style and children's social-emotional development. Other factors influence children's social-emotional

development, such as environmental conditions, the fulfillment of recreational needs, and the school environment, and it should be explored.

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