

## THE RELATIONSHIP OF OVER PROTECTIVE PARENTING PATTERNS WITH THE DEVELOPMENTAL TASKS OF SOCIALIZATION IN CHILDREN AGED 4 - 6 YEARS

**Fetty Rosyadia Wachdin<sup>1\*</sup>, Sri Andayani<sup>2</sup>, Hayun Manudyaning Susilo<sup>3</sup>**

<sup>1,2,3</sup>*Faculty of Health Science, University of Muhammadiyah Ponorogo, East Java,  
Indonesia*

*\*Corresponding author: fettyrosyadia@umpo.ac.id*

### Abstract

Parenting is the most important thing in child development where parental parenting greatly determines the personality and socialization development of children. Overprotective parenting can affect the task of developing children's socialization. This study is to find out the relationship between overprotective parenting and the achievement of socialization development tasks for children aged 4 – 6 years. The design used is a cross-sectional correlation, the population is mothers who have children aged 4-6 years, the sample is 50 respondents, using a total sampling technique. The variables used in this study are the independent variable of overprotective parenting while the dependent variable is the achievement of the socialization development task of children aged 4-6 years. The data collection technique was carried out using questionnaires and observations, while data analysis was carried out by the Mann – Whitney U Test analysis coefficient test. The results of this study were mostly (58%) respondents who applied overprotective parenting with the task of developing children's socialization, which was mostly (44%) lacking. The results of the Mann - Whiteney U Test analysis test obtained a value of  $0.037 < 0.05$  which means that  $H_0$  was rejected,  $H_1$  was accepted. This means that there is a Relationship between Over-Projective Parenting and the Achievement of Socialization Development Tasks for Children Aged 4 – 6 Years at the PGRI Pembina Kindergarten, Kauman District, Ponorogo Regency in 2021. The application of overprotective parenting can have an impact on the socialization development tasks of children aged 4-6 years.

Keywords: Parenting, Over Protection, Developmental Tasks, Socialization.

### 1. INTRODUCTION

Parenting plays a very important role in the child's learning process, because the treatment of parents towards children can make a huge contribution to children's social, emotional, and intellectual competence. Parenting requires a number of interpersonal skills and has great emotional demands, but there is very little formal education about this task. Most parents learn parenting practices from their own parents.<sup>(1)</sup> <sup>(2)</sup> Parental overprotective behavior is a tendency on the part of parents to protect children excessively, by providing protection against physical and psychological disorders and dangers, to such a distance that the child does not achieve freedom or always depends on parents. Aspects of parental overprotective behavior are excessive contact with children, constant care or assistance to children, excessive supervision of children's activities and solving children's problems.<sup>(3)</sup>

At the age of preschool (4-6 years) children's social development is obvious, because they have begun to actively relate to their peers. Signs of social development at this stage include children starting to know the rules both in the family environment and in the play environment, little by little children have begun to obey the rules, children begin to be aware of the rights or interests of others and children begin to be able to play with other children or peers (Peer Group).<sup>(3)</sup> In childhood, managerial roles may include determining which preschool the child should attend, directing the child to wear clean clothes and keeping toys away, and organizing the child's activities after school.<sup>(1)</sup>

Based on the initial survey conducted by the author, the total number of children aged 4-6 years is 40 children. The number of suboptimal child development data of 4-6 years old reached 11 children (73%) out of 15 children, 7 children (63.6%) due to socialization development disorders, 2 children (18%) due to language development disorders, 1 child (9%) due to gross motor development disorders, and 1 child (9%) due to fine motor development disorders. The cause of the problem of the high incidence of socialization developmental disorders is because mothers do not understand the function of parenting in the incidence of socialization developmental disorders. In addition, there is still a lack of knowledge of mothers about the type of effective parenting that should be applied to their children where parents get the desired behavior and also in the relationship with their children there is respect and mutual trust. It is estimated that almost 92% of the causes of disorders in the development of socialization are caused by maternal parenting that is too overprotective. The application of this parenting style can directly cause disturbances in the development of socialization in children because mothers are too affectionate (overprotective) in children. (3)

The application of overprotective parenting where children are always treated with concern, overindulgence and overprotection can have an impact on the development of socialization which can be seen from children's behavior in daily life. For example: children become spoiled, selfish, like to be alone, insecure, difficult to get along with and lack of attention to norms in behavior. Even until adulthood, these habits are difficult to abolish. (4) This study was conducted to determine the influence of protective parenting patterns on children aged 4-6 years on their socialization development. That way it will become knowledge for parents in choosing parenting methods.

## 2. METHODOLOGY

The method used in this study is Correlational Analysis (Correlational Study) with a Cross Sectional approach, because the data from the variables studied are taken at a time unit at the same time in one observation. Overprotective parenting with the achievement of socialization development tasks for children aged 4 – 6 years at PGRI Pembina Kindergarten, Kauman District, Ponorogo Regency in 2021.

1) Data Collection:

The size of the sample is used as a provision that if the subjects are less than 100, it is better to take all so that the research is a population study, then if the number of subjects is larger ( $> 100$ ) can be taken between 10 - 15% or 20 - 25%. (5) In this study, the sample was taken as a whole, which was 50 in total. The sampling technique used is total sampling / saturated sampling. Sampling is carried out by taking all members of the population as a sample. (6)

2) After the data is collected, data processing is carried out through the stages of Coding, Editing, Scoring and Tabulating.

To find data on the relationship between overprotective parenting and the achievement of socialization development tasks for children aged 4-6 years at the PGRI Pembina Kindergarten, Kauman District, it was calculated using the Mann Whitney test because the scale in this study uses a nominal scale and an ordinal scale.

## 3. RESULTS

1) Respondent Data Based on Parenting Style

**Tabel 1.** Distribution of the frequency of respondents' parenting at the PGRI Kindergarten, Kauman District, Ponorogo Regency from June 7, 2021 to June 14, 2021

| No    | Categories          | Sum | Percentage (%) |
|-------|---------------------|-----|----------------|
| 1.    | Over Protective     | 29  | 58,0           |
| 2.    | Non Over Protective | 21  | 42,0           |
| Total |                     | 50  | 100            |

Source : Primary data, 2021

Based on the table above, it can be interpreted that the category of respondents based on parenting style is mostly 58% overprotective.

2) Respondent Data Based on the Achievement of Socialization Development Tasks for Children Aged 4 – 6 Years

**Tabel 2.** Distribution of frequencies for achieving socialization development tasks for children aged 4-6 years at PGRI Kindergarten, Kauman District, Ponorogo Regency from June 7, 2021 to June 14, 2021

| No | Categories   | Sum | Percentage (%) |
|----|--------------|-----|----------------|
| 1  | Well         | 15  | 30,0           |
| 2  | Enough       | 13  | 26,0           |
| 3  | Less         | 22  | 44,0           |
|    | <b>Total</b> | 50  | 100            |

Source : Primary data, 2021

Based on the table above, it can be interpreted that the category of respondents based on the achievement of socialization development tasks is mostly 44% less.

3) The Relationship Between Overprotective Parenting and the Achievement of Socialization Development Tasks for Children Aged 4 – 6 Years

**Tabel 3.** Distribution of cross-tabulation The relationship between overprotective parenting and the achievement of socialization development tasks for children aged 4 – 6 years at the PGRI Pembina Kindergarten, Kauman District, Ponorogo Regency from June 7, 2021 to June 14, 2021

| No | Parenting type      | Development of Socialization |          |          | Sum | $\Sigma$ |     |    |      |
|----|---------------------|------------------------------|----------|----------|-----|----------|-----|----|------|
|    |                     | Well                         | $\Sigma$ | Enough   |     |          |     |    |      |
|    |                     |                              | Less     | $\Sigma$ |     |          |     |    |      |
| 1  | Over protective     | 10                           | 20%      | 8        | 16% | 11       | 22% | 29 | 58%  |
| 2  | non over protective | 5                            | 10%      | 5        | 10% | 11       | 22% | 21 | 42%  |
|    | <b>Total</b>        | 15                           | 30%      | 13       | 26% | 22       | 44% | 50 | 100% |

Source : Primary data, 2021

The results of this study were analytically tested by the Mann-Whitney U Test and the data that had been collected were analyzed, with the level of significance used 0.05 and the sample size of 45 mothers who had children aged 4-6 years. Based on statistical tests, a significance value of  $0.037 < 0.05$  was obtained which means rejecting  $H_0$  and accepting  $H_1$ , a value of  $Z = -2.085$  so that it can be concluded that there is a relationship between overprotective parenting and the achievement of socialization development tasks for children aged 4-6 years at the PGRI Pembina Kindergarten, Kauman District, Ponorogo Regency in 2021.

#### 4. DISCUSSION

Most parents apply overprotective parenting to their children, this is likely due to the parent's childhood experience, which may have been experienced by the same parenting style in childhood. Besides that, most of them, namely 28 respondents (56%), are their first children. Usually parents who have just had their first child, all the affection and wishes of the child are always fulfilled. So parents tend to overindulge their children. In addition, this parenting style may also be influenced by parents' worries about children who are too excessive and this can result in limited activities of their children so that children always depend on their parents. It is also likely to be due to their education, which is more than half of them, namely 28 respondents (56%) are high school, so they only imitate the parenting style given by their parents.

The tendency of the task of developing children's socialization is not achieved due to the lack of opportunities for parents to invite their children to socialize with others, because parents are too busy with their work, most of whom (50%) of the respondents are farmers. This causes the opportunity to gather with his child decreases. On the other hand, if in the family environment there is a harmonious atmosphere, paying attention to each other, helping each other in

completing family tasks or family members, establishing communication between family members, and being consistent in implementing rules, then children will have social abilities or adjustments in relationships with others. Dari hasil penelitian diperoleh nilai signifikansi  $0,037 < 0,05$  yang berarti menolak  $H_0$  dan menerima  $H_1$ , nilai  $Z=-2,085$  sehingga dapat disimpulkan bahwa ada hubungan antara pola asuh over protektif dengan pencapaian tugas perkembangan sosialisasi anak usia 4-6 tahun di TK Pembina PGRI Kecamatan Kauman Kabupaten Ponorogo Tahun 2021.

Children's independence is an individual's ability to manage himself and not depend on others. Children's independence at preschool age has been liked since they were young by expressing it through a great curiosity and not being afraid of difficulties. The independence of preschool age is the capital of their progress and creativity as well as capital in survival. The inindependence will hinder progress by relying on others, in preschool children who are not trained independently since childhood, the child will grow into a follower (follower) individual who has a fear of being far away from his caregivers or parents and it is difficult to take his own self-esteem. (7)

Several studies have also revealed that there is a relationship between parenting and children's social development. Damayanti (2019) in her research stated that from the results of observations about several categories of childcare compared to their developmental tasks, there is a significant relationship between both of them. Some children who are able to complete developmental tasks well have parents with positive parenting patterns. Conversely, negative parenting methode, such as overprotectiveness indicate that children are less able to complete developmental tasks well. (8) Research in Japan conducted by Morita. et al, (2021) said that although there is no direct evidence about the effect of parenting type on children's social development, support and knowledge about parenting will maintain the psychological condition of parents so that in parenting children. A more stable psychological condition of parents affects the achievement of children's developmental tasks. (9) This is also reinforced by research conducted by Prasetyo (2018) that overprotective parenting also affects the development of adolescents. (10) Prasetyo (2018) said that overprotective parenting will tend to make parents act authoritarian, where parents are oppressive without seeing or accepting opinions from children. so that children who are under pressure will find it difficult to develop themselves so that it will have an impact on the difficulty of adapting to a new environment. (10) The three studies above show discussions and results that are in line with the research we conducted, that the type of parenting pattern will determine aspects of child development.

## 5. CONCLUSIONS

There is a relationship between overprotective parenting and the achievement of socialization development tasks for children aged 4-6 years at PGRI Kindergarten, Kauman District, Ponorogo Regency in 2021. Parents who tend to be overprotective will give their children a narrow area so that the opportunity for children to explore and act is also very limited. In addition, wrong parenting such as overprotective attitudes from parents will have an influence on the development of children's socialization. Children are used to the outside world with fear that children will view the outside world as an unsafe place so that children continue to want to be protected, as a result children tend to look at things anxiously besides that children tend to lack confidence and are very dependent on parents. Children cannot do anything if there are no parents, besides that children cannot make their own decisions so this will hinder children's independence. Various limitations that hinder the child's independence will eventually have an impact on the child's social skills because in dealing with others will start with anxiety. So it can be concluded that overprotective parenting is very related to the task of socialization development of children aged 4-6 years. It is hoped that health workers who have duties as educators can provide education to parents in the hope of increasing parents' insight and changing parents' habits in raising or raising children. Parents should pay attention to important things in the development of socialization as early as possible that can help children achieve satisfactory self-adjustment.

## ACKNOWLEDGEMENTS

We would like to thank all respondents and all parties who assisted in the implementation of the research starting from data collection, processing and presentation, and thank you very much to the University of Muhammadiyah Ponorogo for providing funding and facilities in carrying out this research

## REFERENCES

- [1] Santrock, John W. *Masa Perkembangan Anak*. Jakarta : Salemba Humanika, 2011.
- [2] Tasha. *Pentingnya Pola Asuh Tepat untuk Membentuk Kepribadian Anak*. s.l. : Kemenkes RI, 2019.
- [3] Yusuf, S. *Psikologi Perkembangan Anak dan Remaja*. Bandung : Remaja Rosdakarya, 2016.
- [4] Kusumaningtyas, L. E. *Dampak Overprotektif terhadap Perkembangan Kemandirian Anak*. Jakarta : Widya Wacana, 2015.
- [5] Arikunto, Suhardiono and Supardi. *Penelitian Tindakan Kelas*. Jakarta : Bumi Aksara, 2010.
- [6] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : CV Alfabeta, 2017.
- [7] Dewi A, SK., Herawati., HI & Halimah, L. *Meningkatkan Kemandirian Anak Usia Dini Melalui Metode Sosiodrama Berbasis Ctl (Contextual Teaching Learning)*. s.l. : Jurnal Pendidikan Anak Usia Dini Vol. 7 (2), 2018.
- [8] Damayanti, Fila. *Pengaruh Pola Asuh Orang Tua Terhadap Perilaku Sosial Anak di Kelompok B1 TK Kemala Bhayangkari 01 Pim Staf Besusu Tengah*. s.l. : Universitas Tadilako, No Stambuk A 411 31 008, 2019.
- [9] Morita, Masahito. et al. *Children Support and Child Social Development in Japan: investigating role of parental psychological condition and parenting style*. s.l. : Royal Society, 2021.
- [10] Prasetyo, Rahayu. *PENGARUH POLA ASUH ORANG TUA DENGAN SELF ESTEEMREMAJA*. Jombang : Bravo's Journal, 2018.