

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence



Normiati¹, Novitawati², Muhyani Rizalie³

^{1,2,3} Master in Educational Administration, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

ABSTRACT: This research aims to determine and analyze the effect of parental roles and parenting patterns through social behavior on independence. This researchers used quantitative research with path analysis. The research population was 184 people with a research sample of 184 people. Data collection was carried out using an instrument consisting of parental roles (15 items), parenting patterns (21 items), social behavior (21 items), independence (27 items) which had been tested for validity and reliability. Analysis of this research data used path analysis. The results of the research found that there is an effect of the role of parents on children's independence, parenting patterns on independence, social behavior on independence, the role of parents on social behavior, parenting patterns on social behavior, the role of parents on independence through social behavior, parenting patterns. towards independence through social behavior.

KEYWORDS: The role of parents, parenting patterns, social behavior, independence

INTRODUCTION

Early childhood education is the initial preschool stage before a child enters primary school. It is an educational effort aimed at children from birth to six years old, providing educational stimuli to aid physical and spiritual growth. The goal is to prepare children for further education, whether through formal, non-formal, or informal pathways (Khadijah, 2016). In line with the National Education System Law No. 20 of 2003, Article 1, paragraph (14) defines early childhood education as an effort directed at children from birth to six years old, involving educational stimuli to support physical and spiritual growth, ensuring readiness for further education.

Preschool education institutions (PAUD) are a formal unit catering to early childhood education, offering programs designed as both play and learning environments for children aged 0-6 years. PAUD influences every aspect of a child's growth and development, providing a foundation for the instillation of religious, moral, social-emotional values, independence, and basic language, cognitive, physical motor, and artistic abilities. Child independence refers to a child's ability to express desires or wishes without depending on others, including the ability to learn independently, eat, brush teeth, wear shoes, button clothes, and perform other activities

Independence is fundamental to a child's life. A child with independence can become a responsible and confident individual in meeting their needs. According to Rahmah's research (2016), an independent child can adapt to the environment and overcome difficulties. Independence continues to develop throughout a child's growth. Children will learn to be independent in facing various environmental situations until they can think and act independently. Independent children tend to achieve more because they no longer rely on others to complete tasks. Setyawati's research (2020) states that an independent child can solve problems, grow into someone who thinks seriously, takes responsibility, and is more confident. A non-independent child tends to be shy and unable to perform activities independently, such as doing school assignments, needing assistance from parents, and not being able to break free from environmental dependence.

Khadijah (2016) describes the characteristics of an independent child, evident in their ability to brush their teeth, wear clothes and velcro shoes, wash hands without assistance, pour water without spills, drink independently, tidy up toys after playing, comb hair, and eat on their own (for example, using a spoon for the available food on a plate). Musbikin (2021) and Biddle et al., (2014) studies stated that the independence of young children is currently not developing well; they tend to be pampered and overly dependent on parents or those closest to them. This is due to a lack of parental guidance in training and teaching independence from an early age, resulting in children being unable to perform activities independently, including learning, socializing with friends, or communicating with others. Children at school also struggle to learn independently and still require guidance from teachers, and during playtime, they struggle to socialize independently.

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

Based on initial observations in several Kindergartens in Gugus 1, Rayon 3, Tengah Hulu Sungai Utara District, some children are still waited for by their parents after the lessons. When separated from their parents, some children cry and refuse to learn, even screaming for their mothers. Many children, during break time, are fed by their mothers, and the mothers follow the children wherever they go as long as the children are willing to eat. When returning from school, many children either refuse or cannot put on their shoes, and parents continuously assist in putting on the children's shoes, leading to the child's dependence on other adults. Given these circumstances, it is evident that not all children in the Kindergarten Gugus 1, Rayon 3, Tengah Hulu Sungai Utara District can perform activities independently. Most children still require assistance from older individuals to meet their daily needs, such as eating, drinking, dressing, wearing socks, wearing shoes, tidying up toys, and organizing their school equipment. In this context, it is clear that child independence is still low, and children depend on older individuals to meet their daily needs.

The low independence level in children is influenced by several factors, with one important factor being the role of parents and their parenting styles. The role of parents is crucial because children spend more time at home with their parents, who are their first educators. This causes the level of independence to vary between individuals. Research by Rahmah (2016) concludes that there is a direct, positive, and significant correlation between the role of parents and child independence. Setyawati's research (2020) concludes that 62.3% of the independence of kindergarten children is influenced by the role of parents.

Parents play a significant role in fostering child independence. Efforts by parents to promote a child's independence should be gradual, starting with small tasks like getting a child used to eating on their own, buttoning their clothes, or allowing them to choose their activities as long as those choices are positive. All parents naturally want their children to become individuals with good personalities and independence. In instilling independence in children, it is essential to balance it with how parents guide them. Patience, perseverance, and sincerity are demanded of individuals to realize these expectations. Independence in children begins within the family and is influenced by the guidance provided by parents. In the family environment, parents play a crucial role in guiding, nurturing, and directing children to become independent. Sometimes, parents only realize the importance of independence when their child enters school. Meanwhile, the child may already be ready to learn independently. In fact, signs of a child developing their own desires start to emerge from the age of two. This is the opportune time to shape them into individuals capable of standing on their own.

Apart from being related to a child's independence, the role of parents also guides their children to behave well in their surroundings. One of the parental roles is building an emotional connection with the child, fulfilling their needs for affection, attention, and security. Fostering behaviors such as mutual respect, tolerance, cooperation, responsibility, and simplicity can also occur through positive parenting. Komala (2015) stated that shaping a child's behavior and independence through the role of parents is sacred and irreplaceable. Parents naturally want their child to excel in everything and be successful. Independence in children becomes the parents' target, so that at each phase of their development, with age and learning, the child can become independent in their environment. The independence of a child influences how parents provide guidance, parenting, and education, such as setting a good example for the child. In everyday practice, some parents overly pamper their children in the name of love, resulting in negative outcomes for the child. On the other hand, children left to their own devices without guidance and instructions from parents will not understand rules and may produce negative outcomes. Building independence in children is an effort to balance between parental love and the child's desire for freedom, guided by parents to make the child responsible.

Another factor perceived to influence a child's independence is the parenting style of parents. Sunarty (2016) in his research states that a child's independence will be evident in the child's own developmental process. A child will become an independent individual if they receive good parenting in instilling independence values. Parents should assist in selecting and applying parenting styles wisely to foster independence in their children. Parenting style is one of the factors that effects the formation of children's independence, namely how parents treat children, educate, guide, discipline and protect children, which includes the way parents provide rules, punishments, gifts, control and communication to achieve maturity. in accordance with the norms expected in society in general (Wibowo, 2022).

Parenting styles in families manifest in various types, including authoritarian, democratic, laissez-faire, paternalistic, charismatic, self-melting, pioneering, manipulative, transactional, slow but safe, role-shift, self-interest, without self-interest, consulting, and militaristic (Djamarah, 2017). These parenting styles will influence a child's social behavior because parents or families are the first environment that influences various aspects of a child's development, including their social development. The conditions and ways of family life create a conducive environment for a child's social development. The educational process aimed at developing a child's personality is largely determined by the family, while patterns of social interaction and ethical behavior are influenced by the family. Parenting styles are crucial in interacting with children because parents play a significant role. Independence, meaning a child's ability to determine their own fate, be creative and initiative, regulate behavior, be responsible, exercise self-control, make decisions independently, and solve problems without influence from others, requires guidance from parents as the key to the child's future success.

The parenting style applied at home will affect a child's social behavior and independence at school. According to Pintrich, an independent child is one who can combine motivation and cognition simultaneously (Susanto, 2017). This means that becoming an independent child depends on self-confidence and motivation. Every child tends to be independent or has the potential for

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

independence because each child is endowed with their own feelings, thoughts, and desires. All of these aspects constitute the totality of the psychic and different characteristics and structures in each phase of their development. Each phase of a child's development starts within the family environment, influenced by the parenting style provided by parents, allowing the desired independence in the child to be achieved effectively.

Child independence is highly influenced by parental treatment, and a good and democratic parenting style, which provides children with opportunities to do things on their own without worrying about them, can play a significant role in fostering a child's independence. Fostering independence in children is not easy and must be taught early on because a child's independence will affect their life in the future. Shochib (2018) mentions that an authoritarian parenting style, giving full freedom and motivation for a child to behave aggressively. Democratic parents do not encourage aggressive behavior and provide motivation for a child's development in a more positive direction. Meanwhile, a permissive parenting style usually provides very loose supervision, giving children the opportunity to do things without adequate supervision. Parents rarely reprimand or warn children if they are in danger, and there is very little guidance provided by parents. Social behavior is assumed to be a natural action that arises spontaneously when someone is interacting with others (Walgito, 2019). Skinner assumes that social behavior is an action that can be conditioned and is determined by the surrounding environment (Santrock, 2018).

METHOD

This research includes quantitative research with path analysis, namely research aimed at explaining existing facts and finding out how big the effect is between variables. The population in this study were 184 parents of children attending Kindergarten Gugus Satu Rayon 3, Auntai Tengah District, North Hulu Sungai Regency. The sampling technique used is total sampling. Data were collected through instruments of parental role (role as educator, role as facilitator, role as motivator, role as mentor or teacher), parenting pattern (authoritarian pattern, democratic pattern, permissive pattern), social behavior (imitation, competition, cooperation, sympathy, empathy, social support, sharing, friendly behavior), independence (physical ability, self-confidence, responsibility, discipline, sociability, mutual diversity, controlling emotions) instruments were analyzed through validity and reliability tests of the description of the data collected using path analysis to see direct and indirect effects, by first carrying out normality, linearity and homogeneity tests.

RESULTS

Based on the results of the data analysis using path analysis, direct and indirect correlation coefficients were found as described in:

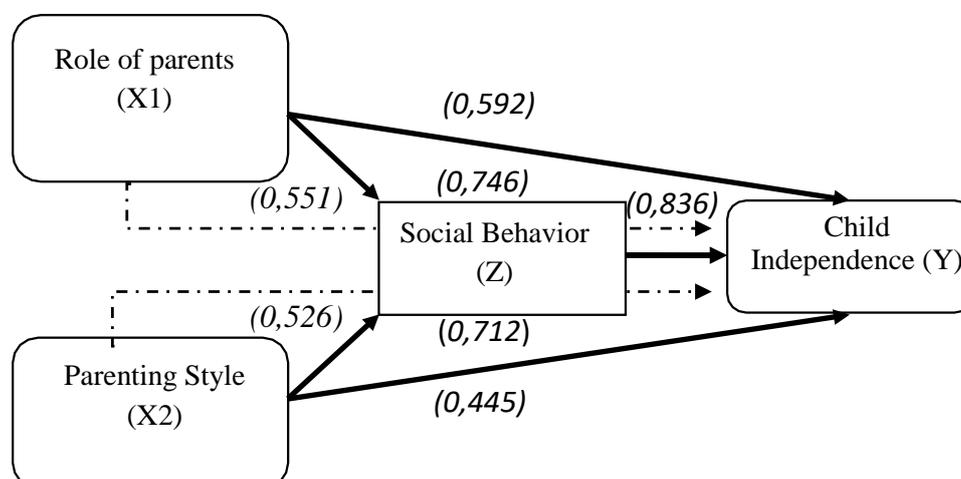


Figure 1. Path Analysis Model X₁, X₂, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H₁, H₂, H₃, H₄, H₅

	Hypothesis	p.s	Decision
H ₁	There is a significant positive correlation between the role of parents and children's independence.	0.000	Accepted
H ₂	There is a significant positive correlation between the parenting style and children's independence.	0.000	Accepted
H ₃	There is a significant positive correlation between social behavior and children's independence.	0.000	Accepted
H ₄	There is a significant positive correlation between the role of parents and social behavior.	0.000	Accepted

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

H ₅	There is a significant positive correlation between the the parenting style and social behavior.	0.000	Accepted
----------------	--	-------	----------

Table 2. Summary of Hypothesis Testing Decisions of H₆ and H₇

Hypothesis		Direct	Indirect
H ₆	There is an indirect positive correlation between the role of parents and children's independence through social behavior.	0.592	0.551
H ₇	There is an indirect positive correlation between parenting style and children's independence through social behavior.	0.445	0.526

The results of the path analysis as shown there are direct and indirect effects between the role of parents, parenting patterns, social behavior, and children's independence. In implementing parenting patterns, parents should be stricter about various rules. This is intended to shape the child's character into a more disciplined person, because kindergarten age children are sometimes not able to express their opinions well, or are not yet perfect in carrying out various actions.

DISCUSSION

A. Direct correlation between the role of parents and children's independence

The results of this study show that there is a direct effect between the role of parents (X1) on children's independence (Y) from the results of path analysis which was obtained with a significance value for the role of parents of $0.000 < 0.05$, so it can be concluded that directly there is a significant effect. Meanwhile, the correlation coefficient between the role of parents (X1) and children's independence (Y) is in the category of moderate correlation closeness.

In accordance with the results of this research, in theory, according to Lestari (2019), the role of parents is the method used by parents in relation to views regarding the tasks that must be carried out in raising children. Followed by Hadi's theory (Ningtyas, 2017) which states that parents have an obligation and responsibility to care for, maintain, educate and protect children. Based on this understanding, it can be concluded that the role of parents is the method used by parents or families in carrying out their duties in caring for, educating, protecting and preparing children for life in society. The role of parents is very important for children's development in terms of cognitive, effective and psychomotor aspects.

The findings of this research are also theoretically explained according to Jalaludin (2018) that a child's independence in behaving in everyday life depends on how parents provide education to their children at home. Children will be less independent in life if parents at home do not supervise and provide good education in learning and behaving towards others. People as primary educators for children are a child's main role model whose behavior will be followed and imitated.

According to Shochib (2018), parents' efforts are to organize a place for learning, creating a peaceful atmosphere, so that children are encouraged to learn. Another effort by parents is to give their children high attention to ensure that their children excel by providing all their learning needs, so that children will be called to study hard which is felt as a call of conscience or commitment. Control provided by parents is in the form of warnings when the child is not at home or at home if they neglect studying. Apart from that, parents also come to ask about their children's difficulties and help them if they are having learning difficulties. Parents also help children choose friends who are equally diligent in studying through dialogue and making rules with their children to encourage their learning and the consequences that must be taken if they break the rules.

For every parent, in educating their children, not all of them can carry out these roles correctly and well. Therefore, as a parent you must be able to try your best to educate your child responsibly. The style of the child's parent correlation will determine the socialization process and personality.

In line with the results of this research, according to Rakhmawati (2019), in her research results, it is stated that the role of parents gives trust to young children and accustoms children to carry out good activities according to their age level of development, such as throwing rubbish in the right place, toileting and serving themselves so that It is hoped that children will grow into independent individuals as preparations for the future.

Based on research results supported by theory and results from other research, the role of parents is a very important support system during the child's growth and development, compared to other social support systems, parental support is closely related to independence, the formation of the child's personality, and the child's self-concept. and academic success. In accordance with the theory from (Sukarni & Sudarwati, 2022) that individual independence is basically formed through a long process from the time the child is still in the family environment until he is separated from his parents. To become an independent person, you need to practice from an early age and also pay attention to several factors that can effect it. A person's independence can be detected when a person is still small and will continue to develop so that in time it will become a relatively permanent trait.

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

B. Direct correlation between the parenting style and children's independence

The results of the research findings show that there is a direct effect between parental parenting (X₂) and children's independence (Y) in TK Cluster 1 Rayon 3, Central Amuntai District with a significance value smaller than the alpha significance value, meaning that there is a direct effect between parental parenting (X₂) Against the independence of children (Y) in Kindergarten Cluster 1 Rayon 3, Amuntai Tengah District. The correlation coefficient between parents' parenting style (X₂) and children's independence (Z) includes moderate correlation closeness.

According to Adawiyah (2017), regarding the types of parenting patterns, it can be recognized that there is an authoritarian parenting pattern, which is indicated by the behavior of parents who tend to set standards that absolutely must be followed, demand obedience, dictate, the correlation is less warm, stiff and harsh. The impacts include very high or very low levels of aggressive behavior, anxiety and easily giving up, timidity, quietness, closedness, lack of initiative, weak personality, anxiety and seeming withdrawn, defiant, unable to plan things, passive behavior and tend to withdraw, thus making children less independent

Authoritative parenting is parental behavior that is controlling and demanding but with a warm attitude, two-way communication between parents and children carried out rationally, and positive control. The impact: children show brave behavior, are more active and more purposeful, independent, can control themselves, have good correlations with friends, are able to deal with stress, are interested in new things, and are cooperative with others, active, not afraid of failure , spontaneous (Santrock, 2018). According to Adawiyah (2017), permissive parenting is child-centered, namely the way parents treat children in accordance with the child's wishes or decisions in the child's hands. The impact: children are impulsive, aggressive, spoiled, lack independence, lack self-confidence, always live dependently, get along wrongly, have low self-esteem, are naughty, have poor self-control, are selfish, like to push their desires, are irresponsible, behave aggressively and are antisocial

Strengthened by the theory from Helmawati (2018) which states that children will be independent when parents educate and train them well and correctly. With good faith, morals and worship, coupled with academic education and life skills, children will be able to live independently and socialize in society.

Apart from that, according to Kurniawan (2019), the success of a family in instilling character values in children is very dependent on the model and type of parenting applied by parents. Parenting patterns can be defined as patterns of interaction between children and parents, which include physical needs such as eating, drinking and so on as well as non-physical needs such as attention, empathy, affection and so on.

Based on the results of research supported by theory and relevant research results, it can be concluded that the type of parenting style parents use effects children's independence. Independent children will need encouragement and support from parents as caregivers in forming children's independence.

C. Direct correlation between the social behavior and children's independence

Based on the research findings, it shows that there is a direct effect between children's social behavior (Z) and children's independence (Y) in TK Cluster 1 Rayon 3, Central Amuntai District with a significance value smaller than the alpha significance value, meaning there is a direct effect between children's social behavior (Z) on children's independence (Y) in Kindergarten Cluster 1, Rayon 3, Central Amuntai District. The magnitude of the correlation coefficient between social behavior (Z) and children's independence (Y) is categorized as very strong.

Based on the results of this research, it is in accordance with the concept put forward by Zimmerman, that an independent child is a child who has high self-confidence and intrinsic motivation. Zimmerman believes that self-confidence and intrinsic motivation are the main keys to independence. With self-confidence, children dare to appear and express themselves in front of people or in public. His appearance does not look shy, stiff, or awkward, but he is able to act naturally and even impressively (Susanto, 2017). The research results are also strengthened by Rubin's opinion (Anggriana & Kadafi, 2018) explaining that developing social and communication skills in social group interactions in childhood will build the foundation for children's success in adapting, with good social skills, children will be able to adapt. with their environment, remembering that one day children will grow up and blend into a more complex environment which will of course have a significant effect on the development of early childhood independence.

Based on research results supported by relevant theory and research, it can be concluded that social skills are one of the abilities that must be possessed from an early age so that children are able to face life's problems in relation to being social creatures who are constantly interacting. Children who have social skills will be more effective because they are able to choose and carry out behavior that is in accordance with environmental demands. A child is said to have high social skills if he can communicate well in accordance with the rules applicable in society. Based on the conclusion above, this means that social behavior effects children's independent behavior in interacting with their environment.

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

D. Direct correlation between the parenting style and children's social behavior

Based on the research findings, it shows that there is a direct effect between the role of parents (X1) and children's social behavior (Z) in TK Cluster 1 Rayon 3, Central Amuntai District with a significance value smaller than the alpha value, meaning there is a direct effect between the role of parents (X1) on social behavior (Z) in Kindergarten Cluster 1 Rayon 3 Central Amuntai District. The magnitude of the correlation coefficient between parental role (X1) and social behavior (Z) is in the medium closeness category. The results of the researcher's analysis assume that parents play a major role in shaping children's social behavior. The more parents can carry out their role positively, the child will also show positive social behavior as well. The findings of this research are also in line with the findings of (Amelia & Sumarni, 2022) which stated that parents play a role in coaching children's social development, namely parents carry out their role as guides, motivators, facilitators, supervisors and at the same time as the best friends for the child.

According to Ki Hajar Dewantara (Widodo, 2019) said that education or the role of the family places more perfect characteristics and manifestations than other centers, to progress towards intelligence character education (individual character formation) and make provisions for social life. The attitude of intelligence here is one form of instilling the basics of religion in children. Parents are responsible for family or household duties or in everyday life, they are called Father and Mother, so that parents have the responsibility to educate, care for and guide their children to reach certain stages that lead the children to be ready for social life. Good parents are parents who express love and affection, listen to children, help children feel safe, teach rules and boundaries, praise children, avoid criticism by focusing on behavior, are always consistent, act as models, make time for children and give spiritual understanding (Martsiswati & Suryono, 2017).

This finding agrees with the results of research by Khusniyah (2018) which states that parents, especially mothers, have a big role in shaping children's emotional patterns and children's future educational patterns. The psychological climate and especially the specifics of family correlations play an important role in shaping a child's personality. In addition, the interrelation of parents in the family, the parent child correlation in the family exerts its effect throughout one's childhood and later adult life. Therefore, according to them the most interesting aspect in the study of the role of parent-child interactions is the role of parents.

Then according to research by Aini & Pudyaningtyas (2022), their research has shown that parent-child correlations through the development of an active position towards their parents have determined the nature of children's interactions with adults and peers, which are modified and become more complicated throughout childhood. This gives reason that the emotional development of the child should be considered as the main point around which joint activities of parents and kindergarten should be built.

Based on the results of research supported by theory and relevant research results, it can be assumed by researchers that emotional attachment between parents and children has a long-term impact until the child grows up. They will develop according to what we have instilled in them since childhood. If children experience poor social development, this will have an impact on the child's attitudes and behavior in adulthood with less good attitudes as well.

E. Direct correlation between parenting style and children's social behavior

Based on the research findings, it shows that there is a direct effect between parents' parenting patterns (X2) and children's social behavior (Z) in TK Cluster 1 Rayon 3, Central Amuntai District with a significance value smaller than the alpha value, meaning there is a direct effect between people's parenting patterns. parents (X2) on children's social behavior (Z) in Kindergarten cluster 1 Rayon 3 Central Amuntai District. The magnitude of the correlation coefficient between parental parenting (X2) and children's social behavior (Z) is in the medium closeness category.

The results of this research are supported by the theory developed by (Sari & Saparahayuningsih, 2018) explaining that the success of families in educating their children is very dependent on the model and type of parenting applied by parents.

Based on the results of research findings according to Hurlock, Hardy & Heyes, the types of parenting patterns according to parents are: (1) authoritarian parenting, (2) democratic parenting and (3) permissive parenting. (Sari & Saparahayuningsih, 2018).

The results of other research were also confirmed by Maccoby & Mcloby experts that it was effected by several factors, according to several factors that effect parents' parenting patterns towards children, namely: (1) socio-economic factors, (2) education, (3) religious values held by the child. parents, (4) personality, and (5) number of children owned (Khusniyah, 2018).

According to Moore and Fine (Koeswara, 2019), aggressive behavior is divided into two forms, namely as follows: (1) Verbal aggression, namely aggression carried out by verbal attacks such as mocking, shouting, insulting, etc., (2) aggressive physical, namely aggression carried out using physical abilities such as kicking, biting, pinching, throwing and so on. Then regarding aggressive behavior, according to Davidoff, aggressive behavior is also effected by several factors, according to there are several factors that cause aggressive behavior, namely as follows: (1) biological factors, (2) social learning factors, (3) environmental factors, and (4) anger factor,.

Based on the results of research, according to Wood and Zoo, parenting is a pattern of interaction between parents and children, namely the ways, attitudes or behavior of parents when interacting with children, including how to apply rules, teach values/norms, provide attention and affection and show attitudes and behavior. well so that they become role models/examples for their children (Sari & Saparahayuningsih, 2018).

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

This research is also confirmed by Santrock (2018) that authoritative (democratic) parenting will cause children to have good social competence. The authoritative parenting style of parents has good social skills, self-confidence and social responsibility. Meanwhile, authoritarian parenting causes children to worry about social comparisons, fail to initiate all activities, and have poor communication. A permissive parenting style, where parents are not involved, will cause children to lack social competence and lack self-control.

Based on research results supported by theory and relevant research results, it can be concluded that the effect of parenting styles on children's social behavior means that parents guide, direct and lead children who are able to adapt according to the existing context. This requires the parents of the child to practice wise patience and awareness of the child's condition because good social behavior does not create itself. Social behavior is very much needed for children in kindergarten, because kindergarten is the initial period where children interact with people. other. If the family is wrong in educating then the social behavior carried out by the child is also wrong. So the child's social behavior really determines the parents' good parenting patterns so that the child's behavior is also good. Because parenting styles are related to children's social behavior.

F. Indirect correlation between the role of parents and children's independence through children's behavior

The Sobel test results show that the z value obtained is greater than the z-table value at a significance of 5%. This means that the role of parents indirectly through children's social behavior is positively and significantly related to children's independence, but the magnitude of the direct correlation between the role of parents and The child's independence is classified as moderate, slightly greater than the indirect correlation between the role of parents and the child's independence through the child's social behavior which is also in the medium closeness category, so it can be concluded that the child's social behavior variable as a mediating (intervening) variable cannot strengthen the correlation between the roles of the child. parents and children's independence.

Based on the research results, it can be seen that the direct effect of the role of parents on children's independence is greater. This supports the theory of William Stainback and Susan, explaining the role of parents directly, namely in the form of direct action consisting of the role of facilitator, namely the role of responsibility to provide for themselves. to be involved in helping children learn at home and providing learning infrastructure. The role as a guide or teacher whose aim is to provide assistance to children with an attitude of helping them learn by providing explanations to parts that are difficult for children to understand, helping children organize study time, and overcoming learning problems and children's poor behavior.

Meanwhile, according to William Stainback and Susan, the indirect effect of the role of parents explains the role as a motivator, namely in the form of providing motivation to children by increasing motivation in children, giving gifts or praise.

According to Setyowati (2018) explains that the family communication patterns implemented will implement the formation and development of emotions and character. Good communication does not only occur between parents and children as strategy givers and strategy recipients, but communication between father and mother also has a big effect on the formation of children's independence.

This is in line with research results (Sari & Saparahayuningsih, 2018) that the role of parents in direct action in the form of facilitators or mentors aims to ensure that parents are directly involved in children's development, understand and overcome children's learning difficulties, and provide adequate learning facilities. This is because the child's first educator is the parent. Parents must also understand the child's development, especially in terms of independence and the development of the child's personality which will have an impact on the child as an adult.

Based on research results (Khusniyah, 2018), it is explained that the form of helping parents at home includes children's independence, where children choose their own initiative to help parents after parents get used to their children by themselves. Because a child's form of independence can also be in the form of providing assistance to other people, including parents and peers.

G. Indirect correlation between parenting style and children's independence through children's behavior

The Sobel test results show that the z value obtained is greater than the z-table value at a significance of 5%. This means that parenting patterns indirectly through children's social behavior are positively and significantly related to children's independence, but the magnitude of the direct correlation between parenting patterns and children's independence in the medium correlation closeness category is much smaller than the indirect correlation between parenting patterns and children's independence through children's social behavior which is also categorized as medium but with a larger number, so it can be concluded that children's social behavior variables as mediating (intervening) variables can strengthen the correlation between patterns. child care and independence.

Parenting style is a style of relating or interacting that parents use towards children, in general there are 3 (three), namely the first is authoritarian, authoritarian is the behavior of parents who completely regulate the child's activities, the second is democratic is the way of parenting that motivates children. to be independent but still provide limits and control over the child's actions, and thirdly, a permissive parenting style, which means a way of parenting with minimal parental involvement in the child's development.

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

According to Diane (in Rakhmawati, 2019) the independence of aged children can be seen from the child's habituation and ability in terms of physical abilities, self-confidence, responsibility, discipline, sociability, willingness to share and control emotions. This is in line with Brewer's opinion which also states that independence Indicators for kindergarten children are habits consisting of physical ability, self-confidence, responsibility, discipline, sociability, willingness to share and controlling emotions (Shochib, 2018).

Social independence is the ability to interact with other people and not depend on other people's actions. This independence is a form of parenting style of parents who are able to direct the child and are able to understand the child well. Parenting style defines how parents treat children, educate, guide and discipline and protect children in reaching the process of maturity, up to efforts to establish the norms expected by society in general.

The results of research conducted by Sunarty (2016) show that: (1) the types of parenting patterns currently used by parents to increase their children's independence are, respectively: positive, democratic, authoritarian, permissive, negative/unhealthy, and neglectful parenting patterns; (2) positive and democratic parenting can increase children's independence, and 3) there is a positive and significant correlation between parental parenting and children's independence.

CONCLUSIONS

There are direct and indirect effects between the role of parents, parenting patterns, social behavior, and children's independence. In implementing parenting patterns, parents should be stricter about various rules. This is intended to shape the child's character into a more disciplined person, because kindergarten age children are sometimes not able to express their opinions well, or are not yet perfect in carrying out various actions.

REFERENCES

- 1) Adawiyah, R. (2017). Pola Asuh Orang Tua dan Implikasinya terhadap Pendidikan Anak: Studi pada Masyarakat Dayak di Kecamatan Halong Kabupaten Balangan. *Jurnal Pendidikan Kewarganegaraan*, 7(1).
- 2) Aini, W. N., & Pudyaningtyas, A. R. (2022). Korelasi Antara Kualitas Hubungan Orang Tua - Anak dengan Kemampuan Keaksaraan Awal Anak Usia 5-6 Tahun. *Jurnal Kumara Cendekia*, 10(4), 121–129.
- 3) Amelia, & Sumarni, S. (2022). Peran Orang Tua dalam Mengoptimalkan Perkembangan Sosial Anak Usia 5-6 Tahun. *Jurnal Pendidikan Anak*, 11(2), 171–180.
- 4) Anggriana, T. M., & Kadafi, A. (2018). Peningkatan Keterampilan Sosial Siswa Autis melalui Teknik Shaping. *Jurnal Fokus Konseling*, 4(2), 162–168.
- 5) Djamarah, S. B. (2017). *Strategi Belajar Mengajar*. Rineka Cipta.
- 6) Helmawati. (2018). *Pendidikan Keluarga Teoritis dan Praktis*. Rineka Cipta.
- 7) Jalaludin, R. (2018). *Psikologi Komunikasi*. Remaja Rosdakarya.
- 8) Khadijah. (2016). *Pengembangan Kognitif Anak Usia Dini*. IKAPI.
- 9) Khusniyah, N. L. (2018). Peran Orangtua Sebagai Pembentuk Emosional Sosial Anak. *Qawwām*, 11(2), 87–101.
- 10) Koeswara, E. (2019). *Teori-Teori Kepribadian: Psikoanalisis, Behaviorisme, Humanistik*. Eresco.
- 11) Komala. (2015). Mengenal dan Mengembangkan Kemandirian Anak Usia Dini Melalui Pola Asuh Orangtua dan Guru. *Tunas Siliwangi*, 1(1), 31–45.
- 12) Kurniawan. (2019). *Pendidikan Karakter: Konsepsi dan Implementasinya secara Terpadu Dilingkungan Keluarga, Sekolah, Perguruan Tinggi*. Rineka Cipta.
- 13) Lestari, S. (2019). Pengaruh Insentif, Kepemimpinan Kepala Sekolah dan Motivasi terhadap Profesionalitas Guru dalam Menyelenggarakan Pembelajaran di SK Kecamatan Genuk Kota Semarang. *Jurnal Tesis Program Studi Manajemen Pendidikan Universitas Negeri Semarang*.
- 14) Martsiswati, E., & Suryono, Y. (2017). Peran Orangtua dan Pendidik dalam Menerapkan Perilaku Disiplin terhadap Anak Usia Dini. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 1(2), 187–198.
- 15) Musbikin, I. (2021). *Pengantar Karakter Kemandirian, Tanggung Jawab dan Cinta Tanah Air*. Gramedia Pustaka Utama.
- 16) Ningtiyas, R. W. (2017). Peran Orangtua Dalam Mengembangkan Kecerdasan Kinestetik Anak Melalui Kegiatan Gerak dan Lagu. *Jurnal Pendidikan Anak Usia Dini*, 1(1).
- 17) Rahmah. (2016). Peningkatan Kemandirian dan Prestasi Belajar IPS Materi Perjuangan Mempertahankan Kemerdekaan Melalui Model Take and Give di Kelas V SD N Kalasari 1 Demak. *Jurnal Unissula*.
- 18) Rakhmawati, I. (2019). Peran Keluarga dalam Pengasuhan Anak. *Jurnal Bimbingan Dan Konseling Islam*, 6(1), 1–18.
- 19) Santrock, J. W. L. (2018). *Life Span Development*. Erlangga.
- 20) Sari, D. K., & Saparahayuningsih, S. (2018). Pola Asuh Orang Tua pada Anak yang Berperilaku Agresif (Studi Deskriptif Kuantitatif di TK Tunas Harapan Sawah Lebar Kota Bengkulu). *Jurnal Ilmiah Potensia*, 3(1), 1–6.
- 21) Setyawati. (2020). Pengaruh Pola Asuh Orang Tua terhadap Kemandirian Anak Usia 3-4 Tahun. *Jurnal Audi*, 1(1), 54–69.

The Effect of Parental Role and Parenting Patterns through Social Behavior on Independence

- 22) Setyowati, Y. (2018). Pola Komunikasi Keluarga dan Perkembangan Emosi Anak (Studi Kasus Penerapan Pola Komunikasi Keluarga dan Pengaruhnya terhadap Perkembangan Emosi Anak pada Keluarga Jawa). *Jurnal Ilmu Komunikasi*, 2(1).
- 23) Shochib, M. (2018). *Pola Asuh Orang Tua*. Rineka Cipta.
- 24) Sukarni, & Sudarwati. (2022). Kemandirian, Fasilitas, Motivasi dan Budaya Belajar terhadap Prestasi Belajar Siswa. *ProBank: Jurnal Ekonomi Dan Perbankan*, 7(1), 103–116.
- 25) Sunarty, K. (2016). Hubungan Pola Asuh Orangtua dan Kemandirian Anak. *Journal of EST*, 2(3), 152–160.
- 26) Susanto, A. (2017). *Teori Belajar & Pembelajaran di Sekolah*. Prenada Media Group.
- 27) Walgito, B. (2019). *Teori-Teori Sosial*. Andi Offset.
- 28) Wibowo, A. (2022). Hubungan Lingkungan Kampus, Pola Asuh Orang Tua dan Motivasi Berprestasi Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. *Humanika*, 16(1).
- 29) Widodo, A. (2019). *Pendidikan Karakter Strategi Membangun Karakter Bangsa Berperadaban*. Pustaka Pelajar.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.