

THE RELATIONSHIP BETWEEN PARENTING PATTERNS OF PARENTS UNDERGOING LONG DISTANCE MARRIAGE (LDM) AND THE INDEPENDENCE OF PRESCHOOL AGE CHILDREN IN ANGKASA VI ABDULRACHMAN SALEH KINDERGARTEN MALANG

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Abstract

Background: Independence in preschool-aged children is an important aspect of personal-social development, and parenting style is thought to influence the level of child independence, especially in parents who practice Long Distance Marriage (LDM). **Objective:** This study aimed to determine the relationship between parenting style of LDM parents and the independence of preschool children at TK Angkasa VI Abdulrachman Saleh Malang. **Methods:** The study employed a quantitative analytic correlational design with a cross-sectional approach, involving all 60 children as the sample through total sampling. Data were collected using a parenting style questionnaire and a child independence questionnaire, with validity and reliability tested by Maulidyah (2018). **Results:** The results showed that most parents applied an authoritarian parenting style (27 respondents, 45.0%), followed by democratic (17 respondents, 28.3%) and permissive (16 respondents, 26.7%), while the majority of children were classified as having low independence (42 children, 70.0%), and 18 children (30.0%) had good independence. The Chi-Square test indicated $P = 0.000$, showing a highly significant relationship between parenting style and child independence. **Conclusion:** In conclusion, parenting style is significantly associated with the independence of preschool-aged children at TK Angkasa VI Abdulrachman Saleh Malang.

Keywords: Child Independence, LDM, Parenting Style, Preschool

Background

Independence is a crucial aspect of child development, particularly during the preschool phase. The preschool period, which lasts from three to six years of age, is a fundamental period for the formation of personality foundations, including the development of independent skills. At this stage, children begin to learn to perform simple activities independently, such as eating, dressing, and making basic daily decisions (Nabila et al., 2022). Independence is not only related to physical aspects but also encompasses mental and emotional abilities, which are greatly influenced by the environment, particularly parenting styles (Arini & Simatupang, 2022).

During the preschool period, children are greatly influenced by their parents' parenting styles, as cognitive, social, and emotional development occurs rapidly during this phase (Mulyanti et al., 2021). Parents play a crucial role in guiding,

directing, and providing appropriate stimulation to children, significantly impacting their subsequent development (Armanila & Lubis, 2023). The preschool phase is also a golden period for character formation and mastery of basic skills (Mansur, 2019). Between the ages of three and six, children's physical, cognitive, social, and emotional abilities develop rapidly. Therefore, the quality of parental interaction and the environment in which the child grows up significantly determine whether the child's development is optimal (Anzani & Insan, 2020). Therefore, understanding the appropriateness of parenting styles to the child's developmental stages is crucial to prevent developmental delays (Adatul'aisy et al., 2023).

Entering preschool age, children's ability to adapt begins to develop (Nourah Nazifa, 2022). However, it is not uncommon for

children to experience difficulties in social adaptation and independence, especially when entering school age. One form of this obstacle is the child's inability to independently engage in social activities in their environment (Tazkia & Damayanti, 2024). This lack of independence can have negative impacts on children, such as obstacles in personality development, decreased social skills, and impaired emotional regulation (Fatmah & Satiningsih, 2024). Physical lack of independence is also evident in children's inability to care for themselves. Yet, independence plays a crucial role in developing self-confidence and self-esteem, which ultimately impacts achievement motivation, social skills, and children's readiness to face future competition (Agussamad et al., 2024).

A child's independence is influenced by various factors, which can be categorized as internal and external. Internal factors include the child's physical and mental condition, while external factors include the living environment, parenting styles, and experiences gained during childhood (Solikah & Khalis, 2024).

Based on WHO data, pre-school children at the global level are estimated to be in the range of 5–25% , as reported by WHO (2023) . In Indonesia, the number of early childhood children (0–6 years) reaches around 30.2 million people or 10.91% of the total population according to BPS (2024) , with a composition of 11.22% infants, 59.95% toddlers, and 28.83% pre-school children as explained in the Early Childhood Profile report by BPS (2024). At the provincial level, BPS East Java (2023) provides complete data on the distribution of children aged 0–6 years and their involvement in pre-school education in each district/city. Meanwhile, in Malang City, children aged 0–14 years were recorded at 20.86% of the total population, with the number of children aged 0–4 years being 46,210 and those aged 5–9 years being 67,530 , based on demographic publications by BPS Malang City (2024).

Parenting styles play a significant role in shaping a child's character and independence. Various developmental theories demonstrate that parenting styles influence a child's psychological development, including emotional intelligence, social skills, and independence (Nourah Nazifa, 2022). However, the implementation of parenting styles does not always occur under ideal

conditions. One situation that presents particular challenges is when parents are in a long-distance marriage (LDM). In LDM, the husband and wife live apart for a period of time, which can directly impact aspects of childcare (Pertiwi et al., 2023).

It cannot be denied that *long distance married couples*, even though they are far apart, will avoid... household problems, for example in providing care for children, of course each family or parents have their own way of implementing parenting patterns, based on the idea that every act of parental care for a child will shape the child's personality in the future (Pertiwi et al, 2023). According to Shocib in (Handayani et al., 2020) connection It is very important for families who are blessed with children to apply parenting patterns to each child, Parenting is the act of parents being role models for children and being able to provide guidance, support and assistance to children ready to become human beings with positive character.

Parents need to implement appropriate parenting styles, one of which is democratic parenting, which is considered effective in fostering independence. Good parenting will help children gain self-confidence, the ability to take responsibility, and the readiness to behave independently. One of the main goals of parenting styles is to shape children into good individuals, both for themselves and their social environment (Yulianti et al., 2019). This research contributes to broadening understanding of the influence of parenting styles on the development of independence in preschool children and provides implications for the formation of educational policies and parenting strategies at the family and community levels.

Method

This study used a quantitative correlational analytical design with a cross-sectional approach to determine the relationship between parenting patterns of parents who undergo LDM with the independence of preschool-aged children at TK Angkasa VI Abdulrachman Saleh Malang. The study population consisted of 60 respondents, who were sampled using total sampling. Data were collected through a parenting pattern

questionnaire (20 questions regarding authoritarian, democratic, permissive, and neglectful parenting patterns) and a child independence questionnaire (16 questions based on SDIDTK on personal-social aspects) filled out by parents. The validity and reliability of the instrument were tested by Maulidyah (2018) using Pearson Correlation and Cronbach's Alpha, with the results of validity $r = 1$, reliability of the parenting pattern questionnaire $\alpha = 0.726$, and independence questionnaire $\alpha = 0.692$. Data analysis was carried out using the Chi-Square test at a significance level of 0.05.

Table 1. General Characteristics of Respondents

Category	n	%
Education		
Elementary School	18	30.0
Junior High School	16	26.7
Senior High School	22	36.7
Undergraduate degrees	4	6.7
Total	60	100.0
Occupation		
Housewife	39	65.0
Private sector employee	7	11.7
civil servant	3	5.0
Self-employed	11	18.3
Total	60	100.0
Number of children		
1	27	45.0
2	25	41.7
3	8	13.3
Total	60	100.0
Child Gender		
Male	29	48.3
Female	31	51.7
Total	60	100.0

Results and Discussion

Results

Based on Table 1 above, in the latest education data, almost half of the respondents had senior high school education of 22 people (36.7%), followed by elementary school of 18 people (30.0%), junior high school of 16 people (26.7%), while a small portion of undergraduate degrees of 4 people (6.7%). In employment data, most of the respondents were housewives of 39 people (65.0%), while a small portion were self-employed of 11 people (18.3%), private employees of 7 people (11.7%), and civil servants of 3 people (5.0%). In the number of children data, almost half

of the respondents had 1 child of 27 people (45.0%), followed by 2 children of 25 people (41.7%), while a small portion had 3 children of 8 people (13.3%). In the child gender data, most of the children were girls of 31 people (51.7%), while almost half were boys of 29 people (48.3%).

Table 2. Parenting Patterns and Children's Independence

Parenting Patterns	n	%
Democratic	17	28.3
Authoritarian	27	45.0
Permissive	16	26.7
Total	60	100.0
Independence		
Good	18	30.0
Poor	42	70.0
Total	60	100.0

Based on Table 2 above, it can be seen that in the category of parenting styles, almost half of the respondents had an authoritarian parenting style (27 people (45.0%)), followed by a democratic parenting style (17 people (28.3%)), and a permissive parenting style (16 people (26.7%)). In the category of child independence, the majority of children's independence was in the poor category, namely 42 people (70.0%), while almost half of the children's independence was in the good category, namely 18 people (30.0%). This shows that in preschool-aged children, independence still tends to be lacking despite the variety of parenting styles.

Table 3. Relationship between Parenting Styles and Children's Independence

Parenting Style	Children's Independence				Total	p-value
	Good		Poor			
	n	%	n	%		
Democratic	17	28.3	0	0	17	0.000
Authoritarian	1	1.7	26	43.3	27	
Permissive	0	0	16	26.7	16	
Total	18	30	42	70	100	

Based on Table 3 above, the Chi-Square test results show a P value of 0.000, indicating a highly significant relationship between parenting styles and children's independence. This indicates that democratic parenting styles

tend to support children's independence, while authoritarian and permissive parenting styles are more at risk of poor independence.

Discussion

Parenting Pattern

Based on the research results, it was found that almost half of the respondents applied an authoritarian parenting style, namely 27 people (45.0%). According to Jojon (2017), authoritarian parenting is a parenting style in which parents tend to restrain children's activities and limit their freedom. The impact of implementing this parenting style includes children becoming fearful, dependent on their parents, tending to be quiet, lacking in self-confidence, and rarely smiling. Susanto (2018) added that authoritarian parenting can trigger a lack of independence in children because parents tend to impose their will and interfere in every child's problem, both small and large. However, the positive influence of this parenting style is that children become more disciplined and obedient to parental rules.

Furthermore, 17 respondents (28.3%) implemented a democratic parenting style. Salim (2021) stated that parenting style is a way parents educate and care for their children, both directly and indirectly. Research by Mantali, Umboh, & Bataha (2018) found that the majority of parents of children at Pembina State Kindergarten in Manado implemented a democratic parenting style (72.4%). Lantemona (2019) also found that 78.9% of parents in Tombuluan Village implemented a democratic parenting style. This democratic parenting style teaches children mutual respect and open communication with their parents. In practice, this is reflected in parents' behavior, who advise their children when they commit violations, teach them religious obedience, and encourage their children's participation in school activities (Kaligus and Tendean, 2024).

Meanwhile, 16 (26.7%) adopted a permissive parenting style. Jojon (2017) explains that permissive parenting gives children complete freedom, allowing them to determine their own desires. Parents do not provide guidance or reinforcement regarding good and bad behavior. Pratiwi (2019) adds that parents with a permissive parenting style tend to be less caring and indulgent towards their children, resulting in children lacking control and difficulty distinguishing

between good and bad behavior. However, if children are able to control themselves, permissive parenting can encourage independence and self-actualization.

According to researchers, authoritarian parenting tends to produce children who are fearful and lack self-confidence, democratic parenting tends to produce children who are confident and independent, although there is a risk that children will be less polite because they feel equal to their parents, while permissive parenting can cause children to be less aware of good and bad behavior, but still allows children to become independent if they are able to control themselves.

Children's Independence

The results of the study showed that most children were in the category of poor independence, namely 42 people (70.0%), while 18 children (30.0%) were in the good category. Independence can be defined as a child's ability to carry out activities alone and make decisions without relying on others (Sa'diyah, 2017). Independence is influenced by internal factors, such as gender, intelligence, and physical development, as well as external factors, including the environment and parental care. Boys are usually more active than girls, and intelligent children tend to be more responsive to problems and able to make decisions independently.

Preparing for independence should begin at an early age to shape a child's personality and character. Parents can support independence by providing controlled freedom, cultivating responsibility, and encouraging children to do things independently. Suwarsiyah, as cited in Ismirian et al. (2017), emphasizes that preschoolers need the freedom to explore their environment. A conducive environment and positive parental stimulation will help children develop self-confidence and independence.

According to researchers, independence is an important aspect in child development because children who are not independent tend to have difficulty adapting to their environment and lack self-confidence.

The Relationship Between Parenting Styles and Children's Independence

Based on Table 3, the results of the Chi-Square

test show a P value = 0.000, which means that the relationship between parenting patterns and children's independence is very significant.

This research is consistent with the findings of Mahaardhika and Tari (2019), which showed a significant relationship between parenting styles and children's independence. The more effective the parenting style, the greater the child's independence. Each parenting style has its own advantages and limitations. In authoritarian parenting, for example, some children tend to lack independence because they are accustomed to following their parents' instructions without being given the space to make their own decisions.

Conversely, democratic parenting provides opportunities for children to participate in deliberations and express their opinions, resulting in more children growing into independent individuals. Permissive parenting can also have positive impacts because children are accustomed to doing things independently; however, this style also has the potential to have negative impacts if children do not understand the consequences of their actions (Pratiwi et al., 2023).

According to researchers, appropriate parenting during the preschool years is a crucial foundation for a child's development of independence. Parents need to implement a balanced parenting style, providing freedom while still providing guidance, so that children can develop into independent, responsible individuals who can adapt to their environment.

Conclusion

Based on the results of the study, it can be concluded that almost half of the respondents had a high school education of 22 people (36.7%), most of them worked as housewives of 39 people (65.0%), almost half had one child of 27 people (45.0%), and most of them were female of 31 people (51.7%). Almost half of the parents applied an authoritarian parenting style of 27 people (45.0%), and most of the children had poor independence of 42 people (70.0%).

Further analysis showed a significant relationship between parenting styles and children's independence ($P = 0.000$), where all children with democratic parenting styles of 17 people (28.3%) had good independence, while children with authoritarian parenting styles mostly had poor

independence of 26 people (43.3%) and all children with permissive parenting styles of 16 people (26.7%) had poor independence. This shows that parenting patterns have a real influence on the level of independence of pre-school aged children, with democratic parenting patterns being the most supportive of optimal development of independence.

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