

*Original article*

The Correlation Between Parenting Styles and Socialization Skills Of 4-5 Year Old Children at Sai Prema Kumara Kindergarten, Denpasar

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Abstract

Introduction: Socialization skills in preschool children are crucial as a foundation for preparing them for their future academic success. Parenting styles play a crucial role in character formation and socialization skills in children. This study aimed to determine the correlation between parenting styles and socialization skills of 4-5 years old children at Sai Prema Kumara Kindergarten, Denpasar.

Method: This research employed a cross-sectional methodology. Purposive sampling was used to choose a sample of thirty-one people. The Chi-Square statistical test was performed to analyze the data.

Results: The study's findings revealed that most parents' parenting techniques were democratic (64.5%), while the majority of children demonstrated high socialization skills (71%). Bivariate analysis revealed a significant correlation between parenting styles and socialization skills in children aged 4-5 years at Sai Prema Kumara Kindergarten, Denpasar (p -value < 0.05). Future researchers are encouraged to investigate other variables that can give the appropriate stimulus to maximize sociability skills in preschool children.

Conclusion: Based on the results of the analysis using the Chi-square statistical test between parental parenting and socialization ability in children aged 4-5 years at PAUD Sai Prema Kumara, the significance obtained was 0.022 so that the p value < 0.05 . This shows that there is a relationship between parental parenting and the socialization ability of children aged 4-5 years at PAUD Sai Prema Kumara.

Protocol registration: This research has previously passed ethical review with the number: 012/E3/PAUD-SPK/III/2025

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INTRODUCTION

Preschool children are children in the age range of three to six years. This period is the period when children begin to learn to establish social relationships, interact and get along with individuals outside the family environment, namely with other children of their age (Julianti and Jusmaeni, 2021). This preschool age is a very important transitional period for children in forming social skills that will affect how they interact with their peers and the surrounding community. At this stage, children begin to develop social skills that involve the ability to speak, collaborate, empathize, and manage feelings.

Early childhood or preschool gives children the flexibility to be able to develop their social abilities or skills. So in these times the role of parents is very necessary to help facilitate, direct and hone children's socialization skills or abilities. The World Health Organization (WHO) states that 5-25% of preschool-age children have developmental disorders, the incidence rate in Indonesia is between 13-18%. Preschool-age children in Indonesia experienced development, both fine and gross motor development disorders, lack of intelligence and socialization skills of 85,779 (62.2%) (Ministry of Health of the Republic of Indonesia, 2015). Based on the Indonesian Health Demographic Census (SDKI 2020), the number of early childhood (0-6 years) is 26.09 million, around 12.6 million of whom are aged 4-6 years and around 384,800 people (3.05%) children experience delays in social development.

The role of parents in nurturing and educating children is crucial because it will determine how children develop at every stage of their life. Parents are the first and main figures who will be an example and have the strongest influence on their children (Mantali, Umboh and Bataha, 2018). Parenting carried out by

parents has a huge impact on children's social development, especially in preschool-age children.

The parenting style applied by parents can be grouped into three types, namely authoritarian, permissive, and democratic parenting. Each of these types of parenting has a different effect on the child's social development. Children who are raised with an authoritarian parenting style, which prioritizes command and control without giving much space for children to express their opinions, tend to have difficulty interacting openly. On the other hand, permissive parenting, which provides excessive freedom without clear limits, can cause children to lack understanding of the values of social discipline. Democratic parenting, which combines freedom with attentive guidance, is more likely to enable children to develop better social skills.

Research on parenting relationships has been conducted before. Research from Anjani, Sipatuhar and Yuniarti Suntari Diskra (2024) found that there was no relationship between parental parenting and the developmental level of kindergarten children aged 4-5 years. Meanwhile, research from Jusmaeni and Julianti (2021) found that there is a relationship between parental parenting and preschoolers' socialization skills. Based on initial observations, there appears to be a difference in ability in socialization in children aged 4-5 years at PAUD Sai Prema Kumara Denpasar. There are children who are easy to socialize but there are also those who have difficulty socializing such as feeling embarrassed to express their opinions simply, not wanting to take turns when playing, or embarrassed when asked for names. Seeing the above, the researcher is interested in taking the title "The Relationship between Parenting and the Socialization Ability of Children Aged 4-5 Years at PAUD Sai Prema Kumara Denpasar".

METHOD

The research design used in this study is quantitative research with a cross-sectional design, which is a research design that emphasizes the measurement time where measurements of variables can be carried out at the same time so that it is quite effective and efficient. This study analyzed the data collected, as well as how much of the relationship between the variables existed, therefore this study needs a hypothesis.

RESULTS

The bivariate analysis used in this study to test the relationship between parental parenting and the socialization ability of children aged 4-5 years at PAUD Sai Prema Kumara is a Chi-square statistical test. From the results of the Chi-square test, the following results were obtained:

Table 1. The Relationship of Parenting with the Socialization Ability of Children Aged 4-5 Years in PAUD Sai Prema Kumara

Parenting	Socialization Ability			Total	Sig.
	Good	Enough	Less		
Authoritarian	3	4	1	8	0,022
Democratic	18	2	0	20	
Permissive	1	2	0	3	
Total	22	8	1	31	

Based on the table above, the significance obtained is 0.022 so that the p value < 0.05 . This shows the relationship between parenting and the socialization ability of children aged 4-5 years at PAUD Sai Prema Kumara Denpasar.

DISCUSSION

The results of the study showed that there are eight respondents with authoritarian parenting. Four respondents showed sufficient socialization ability, and one respondent showed insufficient socialization ability. This is in line with research conducted by Aas which states that children raised with authoritarian parenting may not experience difficulties in learning. However, this parenting style can have a negative impact on children's confidence, creativity, and social ability to interact with their environment. The results of the study also stated that three respondents with authoritarian parenting showed good socialization skills. Mismatch desire to join his or her peers is often driven by social motivation, although fear of rejection or mismatch with peers can also influence their behavior (Julianti and Jusmaeni, 2021). Children's socialization skills can be improved through motivation to interact with others and effective learning methods with appropriate guidance (Ramadhani, 2019). According to researchers, children aged 4-5 years who have gone to school are no longer only accompanied by their parents, but there has been the intervention of teachers and peers in their socialization process. Good learning methods at school will be a bridge for children to

socialize with teachers and peers, children will feel more appreciated and can accept the socialization process better. Thus, the school environment also influences children's socialization skills.

Respondents of children with democratic parenting, 18 respondents showed good socialization skills. According to Tarmudji (2017), democratic parenting provides opportunities for children to be independent and develop their internal control, democratic parents encourage children to learn in order to get good social relationships, parents always give children an understanding of the importance of relating to others and in addition provide moral support by accompanying children to study at home. In democratic parenting, parents consider that children and parents have equal rights and obligations (Julianti and Jusmaeni, 2021). Democratic parenting can help children develop emotional intelligence by providing full and responsive attention without restricting their freedom (Anjani, Sipahutar and Yuniarti Suntari Diskra, 2024). Children who are raised with this parenting style tend to have positive characteristics, such as confidence, self-control skills, polite attitudes, and the ability to work together, as well as having motivation to achieve achievements (Tridhonanto and Agency, 2014). The results of the study also stated that there were two respondents with a democratic upbringing style showing sufficient socialization ability. This can happen because the results of each child's admission process are different. According to researchers, the process of warm communication in a democratic family will provide a good experience for children, so that when children blend in in social environments outside the family, children will reflect and remember what they have gained at home.

There are three respondents with permissive parenting. One respondent showed good socialization ability, and two respondents showed sufficient socialization ability. In permissive parenting, parents let their children do whatever they want, and the result is that children never learn to control their own behavior and always expect their will to be obeyed. Children who are raised with permissive parenting tend to have difficulties in developing social competence, especially in self-control (Berns, 2011). However, with good self-management, the freedom given by parents can help children develop their creativity and talents, so that they can become mature, creative, and initiative individuals (Chemagosi, Odongo and Aloka, 2016). According to researchers, although children with permissive parenting may have difficulty socializing, a supportive school environment can help them gain positive experiences and develop good socialization skills.

CONCLUSION

Based on the results of the analysis using the Chi-square statistical test between parenting styles and socialization ability in children aged 4-5 years at PAUD Sai Prema Kumara, the significance result obtained was 0.022 so that the p value < 0.05 . This shows that there is a relationship between parental parenting and the socialization ability of children aged 4-5 years at PAUD Sai Prema Kumara.

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