PARENTING AND CHILDREN'S EMOTIONAL DEVELOPMENT

Maya Oktaviani[1][*], Aditya Dwijulianto[2], Aisya Putri Istiqoma[1], Deza Rajulirahma Saefullah[1], Fitri Sagita[2], Maryam Nabiel[1], Shavira Karunia Devi[2]
[1]Family Welfare Education Study Program, Faculty of Engineering, Universitas Negeri Jakarta
[2]Electronic Engineering Education Study Program, Faculty of Engineering, Universitas Negeri Jakarta
*maya.oktaviani@unj.ac.id

ABSTRACT
Every child is born with His nature, and children are entitled to good education and upbringing to build their character. Parents have a crucial role in forming a child's character. Parents become role models for their children, so they must choose a good parenting pattern. In addition to parenting provided by parents, the environment is also one of the influences in forming children's character. This study aims to determine the influence of parents' parenting on children's emotional development. The sample of this study consisted of 15 parents and 15 children aged 12-20 years, using a quantitative survey method that focuses on the views between parents and children. This study indicates that there is indeed an influence caused by the choice of parenting patterns on children's emotional development.

INTRODUCTION

Parenting becomes a picture for parents in nurturing (caring for, maintaining, and educating) children (Gunarsa, 1991). Subagia (2021) adds that parenting is an interaction between parents and children, in which parents act as encouragement for children. With good parenting, children will grow up with good behaviour and knowledge and have life values to grow into successful, confident, and future-oriented individuals. Parenting is attention, warmth, appreciation, putting education, and instilling moral values (psychological needs) in children.

Baumrind (1966) divides parenting into three types: authoritarian, permissive, and authoritative. The three parenting styles, of course, have their own goals and objectives. The parenting style of the authoritarian type is parents who try to shape, control and evaluate the behaviour and attitudes of children based on their parent's wishes. The parent's will in question is goodwill, of course, but the child thinks that the parent does what they want, so there is a misunderstanding that makes the child feel depressed and hate the treatment of his parents. Furthermore, in the permissive parenting style, parents tend to accept everything openly, following the child's wishes with positive goals. In this type, parents are very loose with their children and give them freedom if they do positive things. Finally, authoritative parenting is a parenting pattern that parents give to children in the form of rational direction, always being open to children, and teaching children to live independently. Unfortunately, this parenting pattern tends to negatively impact something they do in the future, thus making children accustomed to avoiding harmful things, such as fights between students. The essential things that children need to pay attention to are a sense of love and affection, belonging, and being allowed to be independent and make their own decisions.

Of course, from the three parenting styles, parents must have different parenting styles, considering that each parent has a different character, and each child certainly has different attitudes, traits, and characters (Levy, 2008). Every parent has the right to choose a parenting pattern following his character, with a note that it must

positively impact the child (Burton, Phipps, & Curtis, 2002). Children also have the right to their own lives with the guidance of their parents.

The family is a child's first and primary place of introduction (Paechter, 2007). Through the family, children get the basis for the formation of behaviour, character, morals, and education so they can later adjust (Emig, 2000). Then in family life, parents have a critical role in providing education through the parenting they choose. The parenting these parents apply affects the development and growth of their children (Joseph & John, 2008), one of which is emotional development.

Development is a change resulting from the maturation of psychic, physical, psychological, environmental factors, and the learning process at a particular time, supported by changes in maturity (Muri'ah & Wardan, 2020). Development is a series of progressive changes resulting from the process of maturity and experience (Hurlock, 1978). Meanwhile, Papalia (2015) defines development as a continuous and progressive change in an individual from birth to death.

Child development starts from the social, emotional, and intellectual aspects that rapidly develop when children are born until they enter preschool age or commonly referred to as the golden age. Preschool is the cognitive era of children growing up and preparing to enter school. Emotional development is the ability to control, process, and control emotions to be able to respond positively to every condition. Emotional development includes empathy, expressing and understanding feelings, allocating anger, independence, adaptability, solving interpersonal problems, perseverance, solidarity, courtesy, and respect.

Children cannot develop in no time because development depends on many stimulus factors, namely heredity, environment, maturity of mental function, and ability to choose, reject or accept activities. The family, the closest environment for children, has an essential role, so there needs to be an analysis of how parenting is related to children's emotional development.

According to Segrin & Flora (2019), best practices blend parental care and concern with parental demands on children appropriate for their developmental stage. Pinquart & Gerke (2019) add that children's self-esteem is not the only effect of parenting style. More longitudinal research on potential bidirectional effects is urgently needed. Furthermore, Phua, Kee, & Meaney's (2020) research results state that mothers' mental health can affect their children's development. Many recent studies have discussed the relationship between parenting and child development but in the form of a systematic review. Moreover, this is the first time anyone has discussed it from the perspective of parents and children regarding the parenting style parents apply to their children. This study focuses on the discussion of child development on emotional development.

METHOD

This study aims to determine the influence of parenting on children's emotional development. In addition, this study will discuss the perspectives of parents and children regarding the application of parenting and its influence on children's emotional development. The locations of this research are Jakarta, Bogor, Depok, Tangerang, and Bekasi, known as Jabodetabek.

The population is a generalization region along with subjects with precise portions and characteristics decided with the aid of researchers to be studied, after which drawn conclusions (Sugiyono, 2016). The researcher chose parents and their

children as the research population. The sample is a part of the whole, as well as the characteristics possessed by a population. If the population is large, it is certainly not possible for researchers to study the entire population in that population due to several constraints such as limited funds, manpower and time. So, in this case, it is necessary to use a sample from that population. Furthermore, the sample from the population must be genuinely representative (Sugiyono, 2016). The sample of this study was 15 children aged 12-20 years and 15 parents. The selection of children with an age range of 12-20 years adjusted to the research objectives.

This research is quantitative research with the type of survey method. This study discusses the views between parents and children regarding the effect of parenting on children's emotional development and data taken from the views of parents and children. Data is information that can provide an overview of a good situation obtained from the field and respondents' answers at the time of research. Therefore, this research uses data collection techniques such as questionnaires and literature studies. The questionnaire is a facts collection method that offers respondents a set of questions or written statements (Sugiyono, 2016). This questionnaire is in the form of some questions addressed to parents and children to get answers about the influence of parenting on children's emotional development. Literature looks at itself as seeking out substances and assets of theoretical data obtained through intermediary media or in a roundabout way in the shape of books, records, current proof, or archives, both posted and unpublished in popular. Literature review referring to the effect of parenting on a child's emotional improvement.

RESULTS AND DISCUSSION

Of the 15 samples, seven parents do not know the types of parenting and the remaining know. Of the 15 parents, many considered parenting as giving love, giving rules, giving freedom, and teaching how to do household chores. Researchers conducted this research to determine what kind of care parents give their children. Through a questionnaire, the researchers asked about their children's responses regarding the parenting provided by their parents, whether it was good or not. Although, the answers were still in doubt. Few also thought their parents had implemented good parenting, and the rest felt their parents still needed to apply good parenting.

The researcher also asked whether the parents ever yelled at or scolded their children. Of the 15 samples, eight had vented their anger for no reason to their children. This behaviour turned out to cause their children to imitate it. As seen in the answers to the questions for children, "Have you ever yelled at or scolded a sister/brother/friend/anyone?". As much as 66.7% answered "Yes".

In the following question, the researcher asked parents whether their children ever complained of despair, and 100% of the parents answered "no". However, in contrast to their children's answers, seven answered yes for various reasons. Some of them are due to the impact of the pandemic, where social distancing is being implemented, failing to enter college, the difficulty of getting a job, and feeling that they do not get their parents' attention.

The last question is asking parents whether their children always express their feelings in front of their parents. Eight answered "yes", five answered "sometimes", and the remaining two answered "no". Slightly different from their children's answers,

some children choose to keep their problems to themselves or even choose to tell their friends. However, not a few also choose to tell stories and ask their parents for advice.

The researcher also asked the children to respond to whether the parenting provided by their parents affected their emotional development. The majority answered that the parenting applied by their parents affected their emotional control now. For example, some parents always teach their children to be patient. On the other hand, parents who rarely ask about their child's condition make their child a closed person and find it difficult to express their feelings.

Parenting is also very influential on the emotional development of children. Emotional development in childhood is at the core of determining the future values, attitudes, and behaviour of children. The child's social experience will determine the child's personality after adulthood. The number of unpleasant experiences in childhood will lead to unhealthy attitudes towards children's social experiences, these experiences can encourage children to be unsocial and anti-social, and even children tend not to be confident. Emotional development is the ability to control and manage emotions to respond positively to any conditions that stimulate the emergence of emotions (Mashar, 2015).

Therefore, parenting applied by parents will affect the character and emotional development of children. Based on the survey results to parents, there are still many parents who still need to learn and understand what parenting is. Ignorance can make it difficult for parents to solve problems with children. For example, when a child is angry for no apparent reason because the parents cannot understand the child. This study strengthens the research results by Chodura et al. (2021), which states that parenting plays a significant role in foster families regarding children's development in foster care.

In the survey conducted, many parents practice authoritative parenting. In addition to being considered quite firm, this parenting style balances parents and children. Parents have control over their children, but children can still determine what they want to do. This parenting style also teaches children to appreciate everything given by their parents so that parents do not only give to meet their children's needs but also teach children to be responsible for their choices. Good parenting will make children good at controlling their emotions and behaviour (Sanders, Turner, & Metzler, 2019). The behaviour of parents in parenting additionally influences children. Parental law promotes emotional socialization now not only by way of modelling emotional law strategies for children but additionally by using influencing the excellent in their emotional socialization behaviour (Hajal & Paley, 2020). For example, they are expressing emotions in front of children, making them less comfortable with their parents. Parents can provide comfort, for example, by asking how they are doing, listening to their stories and complaints, still providing support if the child is feeling sad, and giving the best advice to the child. That way, children will be comfortable and tend to obey their parents. Children's emotional development goes well if the child does everything with the right mind and calm. Because in an authoritarian parenting style with a tendency to rein, the child will feel uncomfortable, his decisions are limited, and he must obey his parents. This behaviour makes the child rebellious such as being aloof, speaking rudely, getting angry for no apparent reason and other behaviours due to poor emotional development.

Every parent has the right to choose a parenting pattern that is in accordance with his character, with a note that it must positively impact the child. Children also

have the right to their own lives with the guidance of their parents. Parenting is also very influential on the emotional development of children. Emotional development in childhood is at the core of determining the future values, attitudes, and behaviour of children. According to Hurlock (1978), the condition that affects the emotional development of children is maturity. Intellectual development results in the ability to understand previously unintelligible meanings, pay attention to a stimulus for a more extended period and decide emotional tension (Parnawi, 2021). Similarly, the ability to remember and guess affects emotional reactions.

Fear in children is shown through the reaction of facial expressions that turn into tension, sweating, closing their eyes, crying, screaming hysterically, or holding other people's dreams. When watching television, we can see these reactions depending on each child. The emergence of anxiety and fear is not alarming because it could be that feeling arises for the right reasons, and sometimes fear helps. However, it needs significant attention when the feeling repeatedly appears for no apparent reason. Especially in children, when they feel stressed, their whole body will automatically produce adrenaline, causing sweating, tension, stomach pain and even goosebumps.

Like fear, feelings of pleasure and joy are also part of a child's emotions. There are various kinds of children's reactions to joy. Some are just silent, calm, smile, and laugh cheerfully. People will laugh and smiles to react with joy and pleasure. In addition to communicating and socializing with many people, this happy reaction sometimes comes when alone while watching or seeing things that make him happy. This reaction clearly illustrates that children's environmental factors significantly affect happy emotions in children.

Sadness is a very unpleasant emotional reaction. For example, children feel sad when their favourite toy is lost, or their favourite animal dies. Apart from that, everything the child hears can also make the child sad, such as the story of a tormented stepdaughter or another sad story, including movies, soap operas, or stories from friends. The more successful a person suppresses visible expressions; the more person has excellent emotional control. Someone who controls the emotions that appear through expression also tries to transfer these emotions to more practical and socially acceptable actions. Therefore, in addition to learning to handle stimuli that cause emotions, children must also learn how to deal with them by learning to assess an existing stimulus.

Parents' education and experience in childcare will affect their preparation for parenting (Dayton, Malone, & Brown, 2020). Parents become more prepared to do parenting because they have a broad understanding. There are several ways to prepare parents doing their parenting role, including:
1. Be actively involved in every child's education. Parents can observe everything with child problem oriented.
2. Parents from middle socioeconomic levels are warmer than parents from low socioeconomic levels.
3. Parents' personalities can influence conservative parenting, so they tend to treat their children with authoritarianism.
4. The environment influences the development of children a lot, so it is possible that the environment also participates in colouring the parenting patterns given by parents to their children. The easiest way for children is to imitate the environment.

5. Regularly, mother and father observe the approaches completed by society (lifestyle) in raising kids. because those styles are considered a success in teaching children closer to adulthood, mother and father count on their kids to be expected in society properly.

CONCLUSION

The conclusion obtained from this study is that parenting applied by parents will affect children's character and emotional development. Based on the survey results to parents, there are still many parents who still need to learn and understand what parenting is. In addition, in the survey, most parents practice democratic parenting, which is considered quite firm but balanced between parents and children. In other words, parents control their children, but children can still determine what they want to do. Children will imitate or digest what their parents do. Parents, as the first school for their children, must be able to determine the best parenting for their children. Not too limiting but also provides opportunities for children to explore. Each parenting pattern has its advantages and disadvantages. Parents must be able to sort out the good and discard the bad.

Parents should be able to start by creating a comfortable, safe, and pleasant atmosphere at home. Always take the time to ask about the child's mood, asking if the child is happy or sad. In addition, parents can also ask what children's activities are outside the home so that children feel they are getting attention from their parents. Start supporting whatever the child wants if the activity leads in a positive direction because that support can make children feel emotional support and confidence. Begin to open to the child about minor things and make him feel comfortable and safe to tell all his complaints. Wise parents will understand and understand how to approach their children.

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