

The Relationship between Parenting Patterns and Gross Motor Development in Pre-School Children

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ABSTRACT

Development is psychological change as a result of the process of maturation of psychological and physical functions in children, which is supported by environmental factors and the learning process over a certain period of time towards maturity. The purpose of this study was to determine the relationship between parenting patterns and gross motor development in pre-school children at TKIT Bina Insani, Mojoroto District, Kediri. The design of this research is correlation analytic. The population in this study were all parents and pre-school children at Bina Insani Islamic Kindergarten. In accordance with predetermined research criteria, In accordance with predetermined research criteria, a sample of 48 respondents was obtained. The results of data analysis using the Fisher's Exact Test show that $p\text{-value} = 0.000$ at $\alpha = 0.05$, because $p\text{-value} < \alpha$ then H_0 is rejected and H_1 is accepted, which means there is a relationship between sharpening patterns and gross motor development in pre-school children in TKIT Bina Insani, Mojoroto District, Kediri. It is hoped that we can develop outreach to parents so that parents can develop honing patterns that suit the child's needs so that the child's gross motor development can run well.

I. Introduction

The development of pre-school children aged 4-6 years is very important to support the formal learning process at the next stage (Kartono, 1996). Parental parenting is one of the factors that influences the occurrence of developmental disorders in children, especially gross motor development problems (Irwansyah, 2008).

Health monitoring of toddlers and pre-school children is carried out through early detection of growth and development at least twice per year by health workers. Data from UNICEF (2010) estimates that 45% experience developmental disorders caused by their parents' parenting patterns. According to data in Indonesia in 2009, it was estimated that 20% of children under five had developmental disorders. Meanwhile, data from East Java in 2010 on 2.32 1,542 children under five and premature, it was estimated that 63.48% also experienced developmental disorders. Based on this data, the problem was found to be that the level of achievement of early childhood development is still low which is caused by parents' parenting patterns.

Based on an initial survey conducted at the Bina Insani Islamic Kindergarten, Mojoroto District, Kediri City in 2023, data was obtained for class A students totaling 20 children and class B 20 children. The results of the identification of 10 children revealed that 7 children (70%) had delays in gross motor development. Of the 7 children, it is known that 4 children (57%) received authoritarian parenting patterns, 2 children (29%) received permissive parenting patterns and 1 child (14%) received democratic parenting patterns.

Parenting patterns are divided into 3 types, namely authoritarian, democratic and permissive. Children who are raised in an authoritarian manner have a tendency to be



suspicious of other people and feel unhappy with themselves, feel uncomfortable relating to their peers, don't adapt at the start of school, while parents who apply democratic parenting patterns have a tendency for children to have high self-esteem. high self-esteem, great curiosity, children who receive permissive parenting tend to be children who lack attention, children who are undisciplined, disrespectful, and generally children who oppose their parents' wishes, feel insignificant, have low self-esteem, are naughty (Handayani, 2008).

The impact of errors in providing parenting patterns to children is that children are not independent in achieving their development. One of them is hampered gross motor development of children which is not appropriate to the child's age (Golding, et.al, 2014).

The solution to increasing developmental achievements in children which is characterized by parenting patterns is to provide counseling to parents about improving parenting patterns on children's development (Grantham-McGregor, et.al, 1999)

II. Methods

Design and Samples

This research is a correlation analytical research using a cross sectional approach. The population in this study were all parents and pre-school children at the Bina Insani Islamic Kindergarten, Mojoroto District, Kediri City in 2023. The sample used was 48 respondents using a simple random sampling technique.

Data Collection

The variable measured is parenting style as the independent variable, while gross motor development is the dependent variable. The data in this study was measured using a questionnaire. The tool used is the KPSP development instrument. The research was conducted at Bina Insani Islamic Kindergarten, Mojoroto District, Kediri, November 2023. This study uses the Fisher's Exact Test. If $p\text{-value} = 0.000$ at $\alpha = 0.05$, because $p\text{-value} < \alpha$ then H_0 is rejected and H_1 is accepted.

Data Analysis

The statistical test for both variables uses the uji Fisher's Exact Test. All tests were performed using SPSS for windows 7.

III. Results and Discussion

Results of the relationship between parenting styles and gross motor development

Table 1 Relationship between parenting styles and gross motor development

	Value	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	20.073 ^a	.000		
Continuity Correction	17.377	.000		
Likelihood Ratio	25.974	.000		
Fisher's Exact Test			.000	.000
Linear-by-Linear Association	19.655	.000		
N of Valid Cases	48			

a. 2 cells (33,3%) have expected count less than 5. The minimum expected count is 2,49.

The results of data analysis using the Fisher's Exact Test show that $p\text{-value} = 0.000$ at $\alpha = 0.05$, because $p\text{-value} < \alpha$ then H_0 is rejected and H_1 is accepted, which means there is a

relationship between sharpening patterns and gross motor development in pre-school children in TKIT Bina Insani, Mojooroto District, Kediri.

The development of pre-school children aged 4-6 years is very important to support the formal learning process at the next stage (Grantham-McGregor, et.al, 2014). Providing stimulation to the development of children's gross motor skills will encourage the development of children's gross motor skills (Gutman, et.al, 2010). Physical development tasks include coordinating body movements, such as running, tiptoeing, jumping, hanging, throwing and catching, as well as maintaining balance. This activity is needed to improve gross motor movement coordination skills (Supartini, 2007).

Through learning children will develop, and will be able to learn new things (Patmonodewo, 2008). Development will be achieved due to the learning process, so that children gain new experiences and create new behavior. One effort to provide learning to children is through the application of appropriate honing patterns so that it can encourage appropriate stimulation to children (Soetjiningsih, 2012). The better the stimulation provided, the more likely the child will be able to learn better, thus encouraging the child to develop gross motor skills according to their stages (Hurlock, 2007). Children tend to show quite nimble and nimble motor movements. Therefore, this age is an ideal time to learn skills related to motor skills, such as writing, drawing, painting, swimming, playing ball and athletics (Desmita, 2010). Normal physical development is one of the determining factors for a smooth learning process, both in the fields of knowledge and skills. In other words, motor development really supports children's learning success later in elementary school. At this age, motor development maturity has generally begun to be achieved, therefore children are starting to be ready to accept activities related to skills (Bi Ying, 2015).

IV. Conclusion

Based on the research above, there is a strong relationship between parenting styles and the gross motor development of preschool children at TKIT Bina Insani, Mojooroto District, Kediri.

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