

## FACTORS THAT INFLUENCE PATTERNS OF INDEPENDENCE AND DISCIPLINE IN EARLY CHILDHOOD

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### ABSTRACT

This research aims to determine the factors related to the pattern of independence and discipline in early childhood. Independence and discipline are formed from the socio-emotional activities of children at school. Specifically, this research aims to study (1). Early childhood family characteristic factors; (2). Early childhood independence and discipline patterns; (3). The relationship between family characteristic factors and early childhood independence and discipline patterns. This research was carried out at the Hanna Manado Kindergarten school. The data collected consists of primary data and secondary data. Sampling was carried out using a simple random sampling technique, the number of samples taken was 35 children. To determine the correlation between factors related to patterns of independence and discipline, the Rank-Spearman correlation test was carried out. The results of the correlation test show that there is no significant correlation between all the factors contained in family characteristics and the child's independence pattern. Meanwhile, in the discipline pattern, what constitutes a good relationship is only the size of the family. In the independence pattern, only maternal education was significantly positively correlated with independence ( $r=0.385$ ,  $p<0.05$ ). This means that there is a tendency that the higher the mother's education level, the better the child's independence pattern.

**Keywords:** Pattern of independence, discipline, early childhood

### INTRODUCTION

Children are the foundation of the nation's hopes for the future so they need to receive more attention. Therefore, children need to be provided with various needs that support their growth and development, because the quality of children's growth and development is good, and good quality human resources will also be created. According to Syarief (1997), the quality of human resources is a combination of all the characteristics that exist in humans. These characteristics include physical characteristics, reason and heart. The process of forming the quality of human resources takes place throughout the entire human life cycle.

Children's development is not the same as their growth, meaning that not all children with the same growth will have the same level of development. Development refers to changes that are permanent, towards a direction, to a higher level. If a child is able to speak, this ability will remain permanent, unless there is a disturbance at one stage of his development. One of the characteristics of development is continuity.

Therefore, disturbances at one stage of development will have an impact on subsequent stages. If the disorder is moderate to severe, permanent damage to the anatomy and/or function of the

nervous system can occur (Satoto, 1997).

The socioemotional development process of early childhood is related to learning behavior, therefore from the start parents should prepare themselves with various skills related to child development, such as how to provide good care for children, providing a good environment for children's growth. All changes in growth and development are interrelated and influence each other (Marjono, 1990). For example, the growth of brain function allows children to laugh, walk, talk, and so on.

Children's independence is a provision for the child's future. Independent children will be able to face competition and not give up easily (Prasetyo, 1988). The formation of independence, as a result of children's physical, mental, emotional and social development, does not only depend on family care, health and nutrition but also depends on family parenting factors (Satoto, 1997).

The discipline applied by parents to children is closely related to the formation of children's attitude patterns. The aim of discipline is to help children grow into good, healthy, independent human beings and adults who respect themselves and others (Grisanti, 1992).

## RESEARCH METHODS

This research uses a cross sectional design, namely research carried out at one time to examine certain variables and determine the relationship between these variables (Hopkins, 2000). The research was carried out for three months, starting in April until June 2007. The research location was determined purposively.

The samples in the study were young children (aged 48 - > 60 months) who attended kindergarten. Sampling was carried out using a simple random sampling technique, namely taking a sample of 35 children. The type of data collected consists of primary data and secondary data. Primary data collected is data on family characteristics (family size, parents' occupation, parents' education, family income and number of children), children's characteristics, namely age, gender and order in the family, the presence of siblings, servants and other relatives. , patterns of independence and discipline, data were collected through interview techniques using questionnaire tools. Secondary data includes the general condition of the school obtained from the principal.

The data obtained through the questionnaire is first tabulated into a table for makes data processing easier. Data processing was carried out using the SPSS computer program. The collected data is measured by giving a score, with each assessment score given a score of 1-5. To determine the correlation between related factors, namely family characteristics and the pattern of independence and discipline of preschool children, the Rank-Spearman correlation test was carried out (Wallpole, 1993).

## RESULTS AND DISCUSSION

Based on the data obtained as a family characteristic, namely family size or the number of members in the family, the largest percentage (68.6%) has family members with 2-4 members, while 62.9%

are nuclear families, and 37.1% are extended families.

The parent education group, in this case the father's education, is classified as the largest percentage, namely higher education at 54.5%, only a small portion is classified as low education, namely 6.1%. Meanwhile, the largest percentage of mother's education is in the secondary education group, 45.7%, but this is not much different from higher education, 42.9%, and there are still 11.4% who are classified as low education. When compared with father's education, mother's education is slightly lower.

The largest percentage of the father's job in this study was as a Civil Servant at 54.3%, similarly, the mother's job was also the largest percentage as a civil servant with a percentage of 34.3%. The largest percentage of per capita income per month is in the range of IDR 200,000 to IDR 500,000, namely 57.14%. There are 25.72% of families with per capita family income per month in the range of > IDR 500,000 to IDR 800,000, and at least 17.14% of families with per capita income per month > IDR 800,000.

### Factors related to patterns of independence and discipline.

Based on the data obtained, it shows that good discipline patterns are found in families with a family size of 2-4 people (72.7%). The results of the Spearman Rank correlation test show a significant relationship between family size and discipline in children. This means that the larger the number of members in the family, the better the discipline for children. Moderate discipline patterns exist in nuclear families (60.6%). Parents often give the wrong level of affection to their children, because they think their children are still dependent on adults. Too much or too little affection is not good for a child's education process.

=Table 1. Factors related to disciplinary patterns

Family Size (people)	Caddie Pattern discipline							
	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
2 – 4	24	72.7	-	-	-	-	24	68.6
5 – 7	9	27.3	2	100.0	-	-	11	31.4
Amount	33	100.0	2	100.0	-	-	35	100.0

### Discipline Patterns

Family Type	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
Core	20	60.0	2	100.0	-	-	22	62.9
Wide	13	39.4	-	-	-	-	13	37.1
Amount	33	100.0	2	100.0	-	-	35	100.0

	Good	Currently	Not enough	Total
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Father's Education	n	%	n	%	n	%	n	%
Mother's education	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
Low	3	9.1	1	50.0	-	-	4	11.4
Medium	16	48.5	-	-	-	-	16	45.7
Tall	14	42.4	1	50.0	-	-	15	42.9
Amount	33	100.0	2	100.0	-	-	35	100.0
Low	1	3.2	1	50.0	-	-	2	6.1
Intermediate	13	41.9	-	-	-	-	13	39.4
Tall	17	54.8	1	50.0	-	-	18	54.5
Amount	31	100.0	2	100.0	-	-	35	100.0

Discipline Patterns

**Independence Pattern**

Big Family (person)	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
2 – 4	22	73.3	-	-	2	50.0	24	<b>68.6</b>
5 – 7	8	26.7	1	100.0	2	50.0	11	<b>31.4</b>
Amount	30	100.0	1	100.0	4	100.0	35	<b>100.0</b>

Number of Toddlers	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
1	22	66.7	2	100.0	-	-	24	68.6
2	11	33.3	-	-	-	-	11	31.4
Amount	33	100.0	2	100.0	-	-	35	100.0

Income per capita Discipline Pattern

per month (Rp)	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
200,000 – 500,000	22	66.7	1	50.0	-	-	23	65.7
> 500,000 – 900,000	7	21.2	-	-	-	-	7	20.0
> 900,000	4	12.1	1	50.0	-	-	5	14.3
Amount	33	100.0	2	100.0	-	-	35	0.0

Discipline patterns based on mother's education show that the percentage with good discipline patterns is found in mothers with secondary education. The results of statistical tests between

maternal education and discipline showed an insignificant relationship ( $r=0.005$ ). This means that maternal education is not a factor related to discipline patterns.

The largest percentage of good discipline patterns is found in families that only have one child under five. It can be seen that the more children under five in the family, the percentage who have good discipline patterns decreases. According to Tjokrowinoto (1984), if the birth interval is too short, the child's education will be neglected, especially if the number of children is large. However, the results of the correlation test show that there is a relationship between the number of toddlers and

Discipline patterns showed that there was no significant relationship ( $r=0.166$ ,  $p>0.05$ ).

Based on the results of the correlation test, it shows that there is no significant relationship between family size and children's independence patterns ( $r=0.205$ ). Just as there is no significant relationship between discipline and family type, likewise with the pattern of independence and family type after being tested using Spearman's Rank correlation, it turns out there is no significant relationship ( $p> 0.05$ ). This means that both the nuclear family and the extended family have nothing to do with the pattern of independence. (according to Wijaya (1983), children who are always helped in everything will tend to develop into dependent children. Likewise, if parents protect their children too much, this will result in dependency and will hinder the development of the child's independence.

Parents or fathers who are highly educated show the largest percentage of providing discipline to children (54.8%). This means that the higher the parent's (father's) education, the better the discipline tends to be. The results of the correlation test did not show a significant relationship between father's education and discipline patterns ( $r=0.201$ ). The mother's education and the child's independence pattern show a real positive relationship ( $r=0.385$ ,  $p<0.05$ ), this means that the higher the mother's education, the better the independence pattern applied to her child. These results are supported by the opinion of Angel et al. (1997), which states that maternal education is usually related to the level of commitment to raising children. Educated women provide healthier, more hygienic care and they are quick to seek help when their children are sick.

**Table 2. Factors related to independence patterns**

Pattern Independence

Family Type	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
Core	20	66.7	1	100.0	1	25.0	22	62.9
Wide	10	3.3	-	-	3	75.0	13	37.1
Amount	30	100.0	1	100.0	4	100.0	35	100.0

Pattern Independence

Father's Education	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
Low	1	3.6	-	-	1	25.0	2	6.1
Medium	11	39.3	-	-	2	50.0	13	39.4

Tall	16	57.1	1	100.0	1	25.0	18	54.5
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Amount	28	100.0	1	100.0	4	100.0	35	100.0
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#### PatternDiscipline

Mother's education	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
Low	2	6.7	-	-	2	50.0	4	11.4
Medium	14	46.7	-	-	2	50.0	16	45.7
Tall	14	46.7	1	100.0	-	-	15	42.9
Amount	30	100.0	1	100.0	4	100.0	35	100.0

#### PatternIndependence

Number of Toddlers	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
1	20	66.7	1	100.0	3	75.0	24	68.6
2	10	33.3	-	-	1	25.0	11	31.4
Amount	30	100.0	1	100.0	4	100.0	35	100.0

#### Per capita income per capita

##### Discipline Patterns

month (Rp)	Good		Currently		Not enough		Total	
	n	%	n	%	n	%	n	%
200,000 – 500,000	21	70.0	-	-	2	50.0	23	65.7
> 500,000 – 900,000	6	20.0	-	-	1	25.0	7	20.0
> 900,000	3	10.0	1	100.	1	25.0	5	14.3
Amount	30	100.0	1	100.0	4	100.0	35	100.0

There is a tendency that as the family income increases, the percentage of families who have a good pattern of independence decreases. This is probably because in families that have large incomes generally both parents work so that care, especially the pattern of independence for children, is usually a little neglected. However, according to Skart in Karyadi, the mother working outside the home or working inside the house is not an important factor, but the feeling of enjoying the work the mother does is more important. After carrying out statistical tests using the Spearman Rank correlation test, there was no significant relationship between family income and independence patterns ( $r=-0.218$ ,  $p > 0.05$ ).

## CONCLUSION

Based on the results of the Spearman Rank correlation test, it shows that there is no significant relationship between all patterns of children's independence. Meanwhile, most of the samples had good independence patterns. The only thing that has a good relationship is the size of the family, because there is a tendency that the more members in the family, the better the discipline pattern. Apart from that, only maternal education is significantly positively correlated with the pattern of independence. This means that there is a tendency that the higher the mother's education level, the better the child's independence pattern. There are several family characteristics that do not have a real positive correlation with patterns of independence and discipline, such as father's education, number of children, and family income. to children because if good discipline is instilled, this discipline will grow from within and will produce self-discipline that is stronger and continues to persist so that strong discipline will also strengthen the child's independence.

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