

Positive Contribution of Parenting and Socio-emotional Development in Children's Social Skills

Wulan Patria Saroinsong^{1*}, Ph.D
Scholar, Department of Psychology
Central China Normal University
Wuhan, China

Cosmas Poluakan
Professor
Department of Physics
State University of Manado
Indonesia

Abstract

This study aimed to analysis the effect of parenting and socio-emotional development to social skill in early childhood in B group at Restu I Malang kindergarthen. The participant included 120 children and using questionnaire and checklist to collected data. This study using quantitative method especially multiple regression and compare mean (one-way anova) to data analysis. Result of multiple regressions showed that parenting (X1) and socio-emotional development (X2) influence to children social skill in partially. The partially result is $t (1.770) > t \text{ table } (1.658)$ and simultaneously is $F \text{ arithmetic } (16.991) > F \text{ table } (4.820)$. One way anova showed that is no significance difference in children social skill (Y) by parenting dimensional and it's consist of Authoritarian parenting (X1.1), permissive (X1.2), and authoritative (X1.3). According this study, furthermore other research should be study in the wider population and intricacy variable such as nutrient factor, peer group, learning median, communicate median (TV), play method and learning method.

Keywords: Children, Parenting, Socio-emotional development, Social Skills

1. Introduction

In the era of globalization, we have entered into demands free competition. Human beings to become the leader with the good competition aspects of intelligence should be being and balanced with the emotional social aspects. Furthermore, its need a router generation formidable in terms of personality intact and well mental resilience (hardiness). A strong mental endurance is characterized by the ability of individuals to be able to face various problems and solve them properly, in other words, an individual must be able to survive and have the existence of life. There are at least five developments in early childhood, but the most difficult for a child is learning to connect emotionally with their parents, siblings and others. This suggests that one of the critical skills to be mastered children in early childhood (preschool) is a social skill. By developing these skills early on, would allowed children in fulfilling the tasks to future developments adolescence in order that children can develop normally and balanced(Hurlock, 1997).

Supporting the individual's success in life, then early child need to master a wide range of capabilities, especially social skills. The success of one's life is determined by social skills. Furthermore to compared social skills between the intellectual abilities, that is foundation for the development of children's ability to interact with the environment macros. Goleman in his research found that the factors that support the success someone has a ratio of 20% to 80% of IQ and EQ. This means that the more dominating factor is the factor of emotional quotient. Emotional intelligence meruapakn teridri psychological constructs on four subkonstruk where one subkonstruk EQ is a social skill (Goleman, 1995).Berk (1995), emphasized the importance of social context for children's learning process and experience in social interaction that was instrumental in developing the child's ability.

Vygotsky (1963), explained that the forms of mental activity derived from the social and cultural context who children interact with others. They want to understand the development of children included social relations that occur in an environment where children hang out.

Another study examined that the form of the social skills to preschoolers, among others, foster and respond to interpersonal relationships with other children satisfactorily, not quarrelsome, not to be selfish, share the cake and toys. Thus the social skills children need to be controlled because it will equip them to enter the wider social life. The social environment includes a home environment especially in the primary school which will soon be entered and continuously up to the wider environment, namely the general public. Kindergarten social problems can be identified from a variety of behaviors that revealed children, including children always want to selfish, be aggressive, high-tempered, every desire should be followed, defying even withdraw from their environment and do not want to hang out with his friends. On the social skills it is become a crucial issue for the emergent even studied so that it can be constructed and developed abilities to socialize in individuals early on (Moeslichatun, 1996).

The importance of social context for children's learning process and experience social interaction was instrumental in developing the child's ability to think. Vygotsky also explained that the forms of mental activity derived from the social and cultural context where children interact thus to understand the development of children, adults are required to understand the social relations that occur in an environment where children hang out (Berk, 1995).

There are several factors that can affect a child's social skills, namely, gender, age and stage of development as well as the environment. Social skills developed through a process of learning by individuals in interaction with the environment for the parents as for children's immediate environment can practice these social skills by optimizing its role when interacting with children. It is because the child's social sensitivity started from the family then undergoes a transition to the school environment. Lack of developed social skills of children, on the one hand is often due to the fact that the adults around children rarely provide stimulus and reinforcement were adequate in accordance with the child's development. Early childhood education should cover the whole process of stimulation of social interaction and is not limited to the process of learning that takes place in educational institutions that simply prioritize the cognitive aspects to the progression of the child. This would suggest that early childhood education can take place at any time as well as human interaction that occurs within the family, peers, and of the social relations that correspond to the conditions of early childhood development (Adiyanti, 2001).

When the child stepped on preschool stages of child development that are in the ability to identify the world outside itself, readiness to share and reduced dependence on adults to provide guidance and meet their needs for friendship and then kids are ready to connect to each other. On the one hand during early childhood, parents remain the most important socialization agent while on the other side of preschool children in need of companionship and making every effort to meet their needs (Cohen & Rudolph, 1977).

The effect of breast-feeding and psychosocial stimulation of the socio-emotional development of children under five in your mother's working and not working. The results showed that psychosocial stimulation become one of the dominant factors affecting the socio-emotional development of children. In addition, the emotional development of children is also affected by the age of the child (Nurani, 2002).

The development goes in stages according to age and based on the results of regression showed that the score of each additional unit will increase the child's age score of 0.218 units emotional development of children. For the age of the child will determine the level of emotional maturity so that children who have normal emotional development in accordance with the stages perkembangannya will have high social skills to socialize with their surroundings (Erikson, 1993). On early childhood emotional problems could be observed from the results of a survey conducted Izzaty (2005) in kindergarten in Yogyakarta. These results indicate a general problem that is often encountered is aggressiveness, anxiety, temper tantrum, difficulty concentrating, stuttering or difficulties

1.1. Hypothesis of the Study

- Parenting Parents significant effect on children Social Skill.
- The development of socioemotional significant effect on children Social Skill.

- The pattern of parenting and the development of the socioemotional significant effect on early childhood Social Skills simultaneously.
- There is a significant difference between the parenting parents authoritarian, permissive parenting, and parenting democratic to children social skills.

2. Materials and Methods

2.1. Participant

The samples in this study using simple random sampling with the calculation formula Slovin, where a population of 129 children were then randomly assigned proportionally been a number of 120 samples in order to meet the minimum required number of samples. The participant include 120 children and parents in Restu Kindergathen at Malang indonesia with ages ranging 5-6 years.

2.2. Materials

This field research using questionnaires is by distributing questionnaires through a list of statements to parents of children in group B Restu I in Klojen Malang. The variables of this study was measured using a Likert scale, with the size of the interval. Where the scale with the size of the interval can be used to measure the achievement test, measuring intelligence, and attitude. This questionnaire aims to obtain data correlation and regression of the three variables in order to test the hypothesis, for the questionnaires used are closed that the statements made in such a way until the respondent is limited in giving answers to some alernatif alone or with only one answer. Participant were instructed to rate their parenting on a scale from 1 (not strongest agree) to 4 (strongest agree).

2.3. Procedure

Before the instruments granted to the respondents, the first instrument tested to the subject of the trial, in this case the instrument parenting parents a questionnaire that tested prior to 40 parents of children attending the kindergarten and Restu I Malang and to five classes each 8 parents taken as a representative sample to be tested and the test samples are taken randomly. After meeting the requirements of validity and reliability, the instrument spread to the actual sample size of 120 respondents. The research instrument in variable socio-emotional development and social skills of children in the form of observation sheets, validated by expert lecturers and adjusted to the conditions and characteristics of children based on interviews with teachers and preliminary observations in kindergarten Restu I Malang. A test instrument made against the same sample numbering 40 children. Each class of 8 children taken at random. After the validity of the instrument meets the standard numbers on statistical values, the instrument is measured at 120 children.

3. Results and Discussions

Table 1: Partial regression analysis for Parenting against Child Social Skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.654	.369		1.770	.080
	log1	.350	.132	.279	2.650	.009
	log2	.312	.120	.275	2.607	.010

Table 2: Partial regression analyses for Socioemotional development Against Children Social Skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.654	.369		1.770	.080
	log1	.350	.132	.279	2.650	.009
	log2	.312	.120	.275	2.607	.010

Table 3: Regression analyses Simultaneous for parenting nd socioemotional development of the Children's Social Skills

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.967	2	7.483	16.991	.000 ^b
	Residual	46.246	105	.440		
	Total	61.213	107			

Discussions

The results of current research showed significant effect of parenting parents against the child's social skills in kindergarten Restu I Malang with a beta value of 0.350 and the probability of 0.009. This suggests that each additional value on parenting parents will give a score of 0.350 on the social skills of children. Means the better parenting parents the child's social skills will be higher as well. The concept of thinking of parents who provide a decent education for their children, expecting school as the best means of education can be a tool to develop the potential of children, especially basic attitude and personality of the child. But parents will still perform its functions in accordance with the patterns of thought and culture built by the family and the local community.

The results of the current study indicate that the socioemotional development affects social skills children attending kindergarten Restu I Malang. This is indicated by the beta value for 0.312 and 0.010 does increased probability of a value on the socioemotional development would give a value of 0.312 on social skills and socioemotional development of the skills keberpengaruhan sosila child has the meaning of 0.010. Under these conditions, if the child's development socioemotional develop normally in accordance with the stages of his age would give a positive improvement for the child's social skills.

Crain (2007) which suggests that developmentally age and maturity of the child's biological menentukan child's ability to socialize with family, teachers, friends and the surrounding environment. Child at the age of 5-6 years have been able to socialize with the environment, because in fact the development of children pass through the same sequence, but have variations in the growth rate so that the cultures in society needs to adapt the uniqueness of the child.

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