

PARENTING PATTERNS IMPACT ON CHILDREN'S SOCIAL INTELLIGENCE: STUDY ON PROGRAM KELUARGA HARAPAN BENEFICIARIES FAMILY

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Abstract

Parenting is a lifelong parenting process. This study aims to determine the impact of parenting style on children's social intelligence in beneficiary families. The research method used is qualitative. Data collection techniques used were interviews and documentation. Data analysis technique using the Mile and Huberman model consist of data reduction, data display, and conclusion. The research results obtained include (1) Several families have received assistance since 2015 (2) Assistance is carried out every month with an average of 85% of participants from all residents due to busyness (3) 75% of parents apply democratic parenting and 25 % apply authoritarian parenting (4) Children need time to adapt in a new environment (5) children are able to share toys and food and (6) children are able to resolve disputes between friends without involving their parents.

Keywords: Parenting, parents, children

Abstrak

Pola asuh orang tua merupakan suatu kegiatan atau bentuk stimulus dalam proses mengasuh anak yang berlangsung seumur hidup. Penelitian ini bertujuan untuk mengetahui dampak pola asuh orang tua terhadap kecerdasan sosial anak pada keluarga penerima manfaat. Metode penelitian yang digunakan adalah kualitatif. Dalam penelitian ini dilakukan beberapa tahapan yakni teknik pengumpulan data yang digunakan adalah wawancara dan dokumentasi serta teknik untuk menganalisis data ialah menggunakan model Mile dan Huberman terdiri dari mereduksi data, menampilkan data dan menyimpulkan. Dalam hasil penelitian ini didapatkan antara lain (1) Beberapa keluarga telah menerima bantuan sejak tahun 2015 (2) Pendampingan dilaksanakan setiap bulan dengan rata-rata peserta 85% dari keseluruhan warga karena kesibukan (3) Sebanyak 75% orang tua yang menerapkan kecenderungan pola asuh demokratis dan 25% menerapkan kecenderungan pola asuh otoriter (4) Anak-anak membutuhkan waktu untuk beradaptasi di lingkungan baru (5) Anak-anak sudah dapat berbagi mainan dan makanan dan (6) Anak-anak mampu menyelesaikan perselisihan diantara pertemanan tanpa melibatkan orang tua.

Kata Kunci: Pola asuh, orang tua, anak

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INTRODUCTION

A father and mother who have a defined role in the family and a legally valid marriage are essential components of a family. When a family is blessed with children, it can be said to be complete. Parents who have been blessed with children automatically take on the additional responsibility of nurturing, protecting, and educating their children. Parenting is a continuous process that lasts from birth to adulthood.

Parenting pattern varies according to family, environment, religion, and culture. Hurlock defines Parenting Pattern as an activity undertaken by fathers and mothers in order to educate children from both parents through the transparency and regularity of daily family activities (Hurlock & Elizabeth, 1988). According to Shochib, parenting is the activity of developing children into adults and meeting their basic needs (Wati, 2019). Parents do this by providing experience, skills, and meaning in their daily lives. Nonetheless, parents can occasionally set a terrible example for their children.

Hurlock asserted that there are three distinct parenting styles: (1) Authoritarian, (2) Democratic, and (3) Permissive (Hurlock & Elizabeth, 1988). Authoritarian parenting styles frequently impose rules that must be followed in order to prevent the child from having the opportunity to argue. The democratic parenting pattern is characterized by a tendency to treat the child as the master by providing opportunities for the child to express his opinion, and parents value the child's opinion. Permissive parenting is a parenting style in which parents justify children in such a way that the child believes parents do not play a role in his or her life. Each type of parenting pattern has an effect on the child's intelligence, specifically his or her social intelligence. Rachmadtullah demonstrated in his research that democratic parenting patterns result in high levels of social intelligence (Rachmadtullah & Aguswara, 2018). Children with high levels of social intelligence can be identified by their ability to adapt to their environment. Thorndike defines social intelligence as the capacity to comprehend other people and act wisely in a society (Rachmadtullah & Aguswara, 2018). Albercth defines social intelligence as the capacity of an individual to interact with and communicate with others (Empati et al., 2018).

Social intelligence encompasses an awareness of situations and social dynamics, as well as interpersonal styles and strategies that assist individuals in achieving their goals. According to Goleman, social intelligence is a sensitivity to the establishment of social relationships during an interaction (Empati et al., 2018). According to some experts' definitions of social intelligence, social intelligence is a child's ability to interact and act socially. According to Thorndike, a child is said to have social intelligence if he possesses the following characteristics: (1) Confidence, (2) Mind, (3) Tolerance for others, (4) Respect for others, (4) Empathy and the ability to worship and use body language, (5) Knowing when to speak, (6) Positivity (Rachmadtullah & Aguswara, 2018).

Children's growth and development are characterized by their imitation of their parents' behaviors. Because the child is an accomplished imitator and a capable recorder, this is referred to in education as learning through imitation. Beichler and Snowman argued that early childhood was defined as children aged three to six years (Indrawan & Wijoyo, 2020). According to several of the explanations above, early childhood refers to a child between the ages of 0 and 6 years who is in the process of physical and mental growth and development.

Kartini and Kartono stated that early childhood has several egocentric characteristics, including a child's world being naive and having simple and primitive social relationships with objects and humans (Syaodih et al., 2009). Rusdinal added that the characteristics of children aged 5-7 years, including those in the preoperative period, include the following: children prefer to mention the names of objects around them and define words, children learn through spoken language and develop rapidly during this time period, and children require a more specific structure of activities (Rusdinal & Elizar, 2005). Children aged 5-6 years (group B) are capable of coordinated movement, have excellent language development, and can interact socially. Syamsudin defined socialization as the process by which an individual learns to become a social being (A, Syamsudin, 2015). Individuals who are able to socialize require three interconnected socialization processes. Social interaction is inextricably linked to a child's social intelligence.

Socioeconomic status and housing can have an effect on parenting behaviors that affect a child's social intelligence. Families in precarious economic situations follow their parents' hereditary parenting patterns because they are unaware of parenting patterns. The government pays special attention to families designated as disadvantaged. In 2007, Program Keluarga Harapan (PKH) began as a new trial program, reaching approximately 350,000 beneficiary families. The program has seen significant growth in terms of beneficiary numbers and scope of assistance to date. In 2015, this program was enhanced to enhance the quality of one of them by implementing a Family Development Session (FDS) evaluation activity or a Family Capability Improvement Meeting (FCIM).

FCIM aims to increase PKH Participants' knowledge and awareness of the critical role of education and health at home in enhancing the future quality of life in the family economy. Thus, compliance with obligations to PKH Participants entails compliance with one's obligations as a recipient of PKH and awareness of the educational and health benefits available to children in PKH beneficiary families. Until 2018, FCIM consisted of five modules: Health and Nutrition, Education and Parenting, Family Financial Management, Child Protection, and Social Welfare. FCIM is carried out through a monthly meeting led by the Companion to the Beneficiary Family (CBF), which serves as the accompanying area. With first aid materials, monthly meetings can be used to update CBF data while also equipping participants with the knowledge and life skills necessary to improve their families' quality of life.

FCIM includes a module on education and childcare, which includes sessions on how to be a better parent, understand children's behavior, understand how early childhood learns, and assist children in achieving academic success. This module aims to improve parenting styles in order to improve the character of the family's children. The reality on the ground is that many parents do not apply the knowledge gained through mentoring.

METHOD

The purpose of this study is to ascertain the impact of parenting patterns on early childhood social intelligence in families receiving assistance from the family hope program (Program Keluarga Harapan). Qualitative research was used to accomplish the objectives. Qualitative research is naturalistic in nature because it is conducted in natural settings (Sugiyono, 2015:8). The research data were gathered using descriptive narratives. The impact of parenting patterns on children's social intelligence was examined in this study. Authoritarian, democratic, and permissive parenting styles will be investigated. The study was conducted in the village of Kertajadi, Cidaun District, Cianjur Regency. Purposive sampling techniques are used because researchers select families that receive PKH assistance, have children under the age of five, and engage in first aid activities. Qualitative research instruments include individual researchers, recording equipment for images and sounds, and supporting documents (Sugiyono, 2015). Researchers gained a thorough understanding of the topic under investigation, as well as additional information to serve as supporting data. Additionally, researchers prepare Gadgets as equipment for recording the interview process and photographing events that occur in the course of the researcher's purpose. Guidelines for interviewing the head of the household or family members who participated in mentoring activities in order to ascertain the parenting patterns and social intelligence of children, as well as escorts in order to ascertain how parenting patterns change following FCIM activities. The interview was structured in depth interview. The data of the beneficiary family Coordinators of The Program Keluarga Harapan (PKH) as research participants is as follows.

Tabel 1. Research Participants Data

Coordinator Names	Address
Suryati	Kampung Kertajaya Rt 05 Rw 03
Neng Riski	Kp Cipinang Rt 04 Rw 06
Siti	Kp Sukabakti Rt 04 Rw 06
Enung	Kp Sikabakti Rt 01/06
Yati Ekawati	Kp.Padaluyu Rt 03/03
Ratnih	Kp Pasir Salam Rt 05 Rw 06
Widaningsih	Kampung Lingkung Sari Rt 01 Rw 06
Cicin	Kampung Pamoyanan Rt 01 Rw 03
Iis	Kampung Pasir Salam Rt 03 Rw 06
Darwati	Kampung Pasir Salam Rt 03 Rw 06
Iis Nurhasanah	Kampung Pasir Salam Rt 03 Rw 06
Ideh	Kampung Pamoyanan Rt 01 Rw 03
Tarsini	Kp Kertajaya Rt 05 Rw 03
Ami	Kp Kertajaya Rt 05 Rw 03
Sopini	Kp. Simpangsari Rt 04/03
Eti	Kp Pasir Walik Rt 06 Rw 03
Sandi	Kp Pasir Walik Rt 06 Rw 03
Nining	Kp Sukabakti Rt 04 Rw 06
Yanti	Kp Sukabakti Rt 05 Rw 06
Yayah	Kp Sukabakti Rt 05 Rw 06

Additional data were gathered through documentation, including photographs of mentoring activities, parent-child interactions, and the family names of PKH beneficiaries in Kertajadi village. Interviews and documentation were used to collect data. Family heads or family members who have participated in first aid activities, as well as first aid assistants, are interviewed. Researchers collected documentation independently from the start to the end of the study.

The Miles and Huberman model was used to conduct data analysis in this study, which included data reduction, data visualization, and conclusion drawing (Sugiyono, 2015). Researchers determined which data, namely interview responses and documentation required and which data were not required to accomplish research objectives. The results of data reduction presented in the form of briefs, charts, and relationships between categories. The companion interview, parents, and children's responses were combined and then rearranged into a brief narrative. The final data analysis step was to deduce conclusions from the narrative results presented. Conclusions were drawn from the narrative, which became the study's findings.

RESULTS AND DISCUSSION

Results

Based on the results of interviews conducted with a variety of individuals it was found that: (1) Since 2015, some families have received social assistance, (2) Mentoring is conducted monthly through group meetings in which citizens discuss their difficulties with domestic, educational,

or community issues. (3) Meetings are also held to discuss the FCIM module, which is escorted. (4) Parenting styles were 75% democratic and 25% authoritarian (5) Some parents continue to punish their child by withholding snack money and prohibiting him from playing. (6) Due to a lack of knowledge about parenting patterns, the majority of families continue to follow the inherited parenting pattern from their parents.

Twenty children with 5 years old age were interviewed and randomly observed regarding their social intelligence. The following results are obtained: (1) If a child is placed in a new environment, he will remain silent for a period of time before naturally blending in with his friends; (2) children are capable of resolving conflicts without complaining to their parents; (3) children are accustomed to sharing when playing; if someone wants their toys, they will cry instead of communicate.

Fear is the child's response to his parents' parenting style. The visible effect of parenting patterns results in the majority of beneficiary families' children being shy. This is exemplified by the child hiding behind his parents when spoken to or declining invitations to greet. When children cry out loudly in the midst of a crowd, some Beneficiary Families frequently bring their children home, wearing out parents' patience. When their child is in conflict, caregiver mothers are less likely to fight or intervene. For them, doing so is detrimental because it may result in their child spoiling. Children of Beneficiary Families can already argue at this age, and some mothers act in accordance with or delay their will. Beneficiary Family children have a tendency to follow their friends, and thus some request a great deal of obedience to his will. Nonetheless, some parents wisely submit to his will. Beneficiary Family children are generally well-liked by their peers due to their ability to socialize with their peers.

Two Companion of PKH Beneficiary Families have been interviewed in Kertajadi Village. Since 2018, the companion has been conducting FCIM with an average beneficiary family size of 273 people. However, each month, only 85 percent of applicants were accepted into FCIM. This is because some Beneficiary Families live in remote areas or work in hazardous conditions, making communication difficult. Routine modules were delivered, one of which is the parenting pattern module for early childhood education. There was a significant impact at some meetings, as evidenced by their knowledge of child abuse, how to raise a good child, and how to control their anger toward the child. PKH Beneficiary Families, on the whole, have a democratic parenting style, with parents explicitly giving opportunities to their children when they argue.

Discussion

The parenting pattern initially used is still a legacy of the authoritarian previous parents. This occurs as a result of knowledge limitations and the absence of incoming information. The Companion of PKH Beneficiary families routinely assist the families in listening to and providing input on their complaints about children's problems. Suharto explained that mentoring is one strategy that contributes to the success of community empowerment programs (Wismawati, 2008). Additionally, mentoring is a strategy that places a premium on "maximizing the client's resources." According to the Directorate of Social Assistance, mentoring is a process in which the Companion assists PKH beneficiary families in identifying needs and resolving problems, as well as encouraging the growth of initiatives aimed at achieving independence. Mentoring must be implemented in a manner that is tailored to the desired state of the community. This mentoring method entails a mentoring process, as well as mentoring techniques that can be applied to activities such as consultation, education, and counseling. According to Mr RA, the method was used by one of the companion of PKH

Beneficiary families in Kertajadi Village. Certain families are permitted to consult in groups in order to foster a sense of community. Ibu Y, a PKH from Kampung Sukabakti RT 5 RW 6, began implementing a democratic parenting pattern by allowing her children to argue and discuss house rules. When a mistake is made, the penalty for not providing snack money is also applied to corporal punishment. Hurlock elucidated that the democratic parenting pattern of treating children in order to shape their personalities by prioritizing the rational children's interests (Hurlock & Elizabeth, 1988).

Social intelligence encompasses an awareness of situations and social dynamics, as well as interpersonal styles and strategies that aid individuals in achieving their goals. According to Goleman (Empati et al., 2018), social intelligence is a sensitivity to the establishment of social relationships during an interaction. According to some experts' definitions of social intelligence, social intelligence is a child's ability to interact and act socially. According to Thorndike child is said to have social intelligence if he possesses the following characteristics: (1) Confidence, (2) Possessing a mind, (3) Tolerance toward others who are similar to themselves, (4) Respect for others, (4) Empathy and the ability to blend and use body language, (5) Recognizing when to speak, (6) Possessing a positive attitude (Rachmadtullah & Aguswara, 2018).

The response of children who received democratic foster care patterns, such as WM at the age of five, was significantly different than the response of children who received stories parenting patterns, such as U at the age of five. WM matures into an easy-to-socialize child, capable of sharing toys and food, and even capable of resolving conflicts between his friends. U, who receives permissive treatment, develops into a shy child who is afraid to argue or even ask his friend for toys. He has no choice but to cry. U is also extremely reserved when spoken to. BC is five years old. This demonstrates that children who receive a democratic parenting pattern have a higher level of social intelligence than children who receive other foster patterns.

CONCLUSION

The legacy parenting pattern that was initially followed by the majority of Kertajadi Village residents is dwindling as a result of PKH (Program Keluarga Harapan) assistance. One of the modules in the mentoring program about early childhood education parenting patterns has the potential to alter the parenting patterns that are currently being used. Mentoring occurred on a monthly basis, with an average of 85 percent of participants able to shift from authoritarian to democratic parenting pattern. Some parents began substituting pocket money restrictions for corporal punishment. Arguing, resolving conflicts between friends, and sharing toys are all visible consequences of children nurtured by a democratic parenting pattern.

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