

## The Influence of Parenting Styles on Early Childhood Social Skills

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### ABSTRACT

Developing a children's social skills from an early age will help build a rational thinking process and be able to make good decisions in the future. They will also understand themselves and others. This study aims to describe the family factors that trigger a child to have a lack of social skills. This research was conducted to examine and find out more and discuss the factors of parenting patterns that are closely related to children's social skills. This research describes qualitatively according to the type of case study against the background of 2 group B children aged 5-6 years having problems with their social skills, located in an RA in Tebing-Tinggi city. The type of research used in this study is qualitative descriptive with an approach. Children who lack social skills are likely to be rejected by their peers. Parents and teachers play an important role in directing children to socialize with others. Then, the intervention form includes playing solitaire, playing as an observer, playing parallel, playing associative, playing cooperative, and various forms of traditional games.

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## 1. INTRODUCTION

The environmental factors include all the influences from the family, community, and school that are considered part of the environmental influences. The environmental factor, which includes the child's social and emotional experiences that begin before and after birth, influences the biological makeup and psychological experiences that shape the child's complete strength in the real and social world. A child's successful integration into the social environment requires a primary push from a positive family environment that helps the child become independent. In the current era of technology, children's social development is often hindered as they tend to spend more time playing alone, which makes them less concerned about their surroundings.

Montessori's theory of the absorbent mind suggests that 80% of a child's brain develops rapidly, much like a sponge, as children pay attention to what they receive from their environment (Aghniarrahmah et al., 2021). Building children's understanding and knowledge of their surrounding

environment becomes a means of unlimited exploration and interaction for children. Developing a child's social development aspect by building their social and emotional skills while playing with peers in a fun and enjoyable environment positively impacts their memory and recollection of activities, among other benefits.

Parenting is one of the factors that affect the formation of a child's personality, such as the child becomes unhappy and tends to withdraw from society, likes to be alone, and in addition the child becomes difficulty trusting other people and his learning achievement at school becomes low (Makagingge et al., 2019). The previous study examined the extent to which the impact of a particular parenting dimension on children's internal and external problem behaviours. The finding that mother's psychological control, in combination with high affection, was detrimental to child adjustment was unexpected. On the one hand, mothers are supportive and close to the child, but, on the other hand, they communicate guilt-inducing attitudes which manipulate the child's psychological world and increase the child's dependence. Such enmeshment is characterized by family communication patterns that lead to psychological and emotional fusion among family members (Aunola & Nurmi, 2005). Also, the ability to communicate effectively, listen to others, respect oneself and others, establish relationships with others, behave in accordance with norms and rules, give and receive feedback, and so on are the skills that make up the social (Dadan Suryana & Nilawati, 2012).

Parenting style is a crucial aspect that determines the target of children's social skills. High involvement of parents' parenting style will yield different results compared to parents with low involvement. Parents must realise the importance of parenting style to prepare for their child's future development. As a result, children who are unable to cope with external problems will experience pressure and those with low social skills will find it very difficult to adapt to their environment in the future (Machmud, 2013).

The impact of individual behavior on the environment is influenced by the theory of ecological development. Individual behaviour refers to the relationship or interaction that occurs between individuals. The system or subsystem in ecological theory is seen in the interaction of individuals, and the depiction and classification of interactions between individuals and their surrounding environment can have an impact (Yuliawan & Taryatman, 2020). Early childhood maternal support across school age and early adolescence and this growth trajectory is associated with later emotional conditions. Behavior to predict oppositional defiant disorder and callous-unemotional behaviors in 3-year-old children (Miguel et al., 2019). This theory helps us understand the process and context of human development, with an emphasis on environmental factors (Gamayanti, 2016).

A child's positive development leads to social maturity when given opportunities by their social environment, whether it be from parents, family, peers, or other adults, which greatly influences a child's social development. The closest figures to a child, such as parents, peers, and the community, provide opportunities for both learning and teaching social skills, which can be acquired by children through the learning process (Perdani, 2013). To navigate real life, academic skills, and knowledge are important, as well as the ability to interact positively with others. If children are not taught to interact positively, it can disrupt their learning concentration and create an uncondusive classroom environment (Yuli Setiawan, 2016).

The way a child will react to the environment is based on the psychological satisfaction that the child obtains. The family is the first place for a child to acquire education, and the mother and close family are the first individuals known to a child since birth to the world. Children who have difficulty developing their social skills may be the result of inadequate parenting in a family that is not harmonious, where the child's psychological satisfaction is not met. In line with the opinion of the British psychologist Bowlby, children who have an attachment with both parents have good social competence. There is a relationship between a child and their closest figure, which is called attachment (Hewi et al., 2019).

Social maturity is achieved as children learn how to adapt themselves to others. Every child does not possess social skills since birth. They are not yet able to interact with others. Social skills for children should be developed from an early age to help develop rational thinking, an understanding of oneself and others, and the ability to make good decisions for the future (Su'ud, 2017). The meaning of Hurlock's statement that social skills are in line with the above, including: a) skilled in conversation, b) friendship, c) a growing sense of humour, d) participating in a group, e) having manners (Pangestu et al., 2017). According to Özbey & Köyceğiz, developing social skills in children is crucial as it significantly impacts their cognitive, mental, and adaptive development (Ali et al., 2021).

The influence of socialization skills on children includes: supporting children to learn together with others and behave in a way that enables them to be accepted in groups. Supporting children in developing social values that are not self-centred is important to promote their social skills in considering others. Supporting the development of an independent personality by experiencing emotional satisfaction from friendship. In addition, children are able to give their opinion about whether they like or not like others, which has a significant influence on their social relationships as they express their own opinions (Santoso, 2019). Parent-Child Communication refers to how parents attempt to establish oral communication with their children, including matters related to the child, school, and friends (Makagingge et al., 2019).

During the COVID-19 pandemic, parental attention is crucial in terms of children's social growth (Vujja & Prima, 2020). During the COVID-19 pandemic, parents need to pay attention to their children's social skills based on their needs. However, parents should not provide too little or too much attention (Kusuma et al., 2021). The ability to communicate effectively, listen to others, respect oneself and others, establish relationships with others, behave in accordance with norms and rules, give and receive feedback, and so on are the skills that make up the social (Dadan Suryana & Nilawati, 2012).

Changing an individual's habits so that the behaviour needed to fit into the environment or group that the individual is in is a learned behavior that develops socially. Social skills are not limited to the way of adaptation. One of the psychological aspects that needs need improvement in an individual's social adaptation is self-refinement with other individuals, such as within a group or outside of that individual's group (Bakhtiar, 2015). The interaction of a child with others is crucial in the process of developing the child's social skills and maturity. In social interaction, sometimes problems arise. The child's inability to adapt to a new environment, wanting to win alone, behaving bossy, always wanting attention, being selective in making friends, being aggressive in attacking other people or children, not used to waiting for their turn, grabbing toys and damaging their friends' belongings are some of the social problems that often occur in children (Jumiatin, 2013).

Social problems that are often faced by children based on observations in the field at the beginning found that there are children with low social skills, which are the basis for life, interacting with others, cooperating, controlling themselves and exchanging ideas. The observation results found issues related to social skills, such as there are 2 children with a tendency to exhibit maladjustment behaviours, namely: (1) being shy; (2) selfish; (3) enjoying dominating others; (4) preferring to isolate oneself; (5) lacking empathy; and (6) showing a lack of concern for norms in behaviour. Therefore, this study aims to describe family factors that trigger children's lack of social skills, which are likely to be rejected by their surrounding environment.

This research was conducted to examine and find out more and discuss the factors of parenting patterns that are closely related to children's social skills. This research describes qualitatively according to the type of case study against the background of 2 group B children aged 5-6 years having problems with their social skills. The observation results found issues related to social skills, such as there are 2 children with a tendency to exhibit maladjustment behaviours, namely: (1) being shy; (2) selfish; (3) enjoying dominating others; (4) preferring to isolate oneself; (5) lacking empathy; and (6) showing a lack of concern for norms in behaviour. Therefore, this study aims to describe family factors that trigger children's lack of social skills, which are likely to be rejected by their surrounding environment.

## 2. METHODS

A qualitative approach with case study method researchers conducted the research. This research has 2 subjects from group B children, located in an RA in Tebing-Tinggi city. In accordance with the research methodology, Collecting data that researchers produce through interviews and observations to increase understanding of the object and presents the findings of others. Researchers use a variety of methods that support and complement each other during data collection, namely: a.) observation, this method is useful for informing an overview of family factors in early childhood skills. Researchers visit the research location and take notes and engage in research subject activities (Rachman & Cahyani, 2019); b.) interview, to exchange information and ideas through questions and answers between two people so the researcher conducted an interview with the class teacher of the research subject to obtain data that became the researcher's goal (Dwi & Inmas, 2014).

The data collected by the researcher through interviews and observations aim to enhance the understanding of the object and present the findings of others. Next, the data reduction or management conducted through the data collection results is further sorted and grouped into certain concepts or themes. For this analysis, the researcher intends to organize and focus the research to become systematic and meaningful with a theoretical foundation and an inductive way of thinking (Galang, 2016).

## 3. FINDINGS AND DISCUSSION

### 3.1. Overview of Subject and Research Background

"IN 1 : Firstly, interview with the class teacher of the research subject to obtain data that became the researcher's goal there is a child with the initial "Y" (5 years old) whose father works as a bank employee and whose mother as a housewife. Y's background shows that the mother's parenting style is not supportive for Y's social skills. According to the teacher, the researcher interviewed, the teacher once clarified to Y's mother to advise Y not to befriend just anyone. When Y's classmates included a child with a speech delay, Y's mother insisted that Y should not be friends with the child with a speech delay".

"IN 2 : The second child, interviewed with the class teacher of the research subject to obtain data that became the researcher's goal identified as R (5 years old), has a father who works as a police officer and a mother who also works as a police officer. The background of R's case is that the child is unable to control his emotions, which is due to parents who are indifferent because they only meet with the mother in the morning and evening, while meeting with the father is only once every three months as the father works out of town. Therefore, R spends more time being cared for by the nanny (household assistant) who takes care of R and his two sisters".

If someone is alienated from their environment due to a lack of social skills, being liked, accepted, and respected in the community is crucial for social skills in social life (Sumitra, 2014). Children need social behavioral maturity stimuli to be able to receive advice, guidance, and also habits provided by parents at home, teachers at school, and adults in the community. However, it will also have an impact in the future, not only affecting the present time of social introduction and teaching. Therefore, social behavior through habituation, advice, and guidance to encourage children to live a social life will make them feel comfortable and develop good social behavior in the future (Nurfaizah & Romlah, 2020).

**Tabel 1.** Forms of Subject's Behavior (Y)

No	Behaviour	Subyek Y
1.	Enjoying isolation	When playing with Lego, Y prefers to play alone and always thinks that the Lego belongs to him alone
2.	Lack of empathy	When seeing his friend sad or arguing, Y remains silent and continues his activities
3.	Lack of concern for norms in behavior	Y refuses to share his drink with a friend who didn't bring one by saying "mom said not to share or it could make my mouth smell bad

**Tabel 1.** Forms of Subject's Behavior (R)

No	Behaviour	Subyek R
1.	Being timid	When invited by the teacher to join other classmates in playing activities, R prefers to play alone
2.	Enjoying dominating others	When the teacher moves to help other classmates, R will cry and get angry
3.	Being selfish	When playing with swings or Lego, R makes it exclusively for himself and no one else is allowed to use it. If someone does, R will cry and sometimes even throw tantrums.

Parenting style is a crucial aspect that determines the target of children's social skills. High involvement of parents' parenting style will yield different results compared to parents with low involvement. Parents must realise the importance of parenting style to prepare for their child's future development. As a result, children who are unable to cope with external problems will experience pressure and those with low social skills will find it very difficult to adapt to their environment in the future (Machmud, 2013).

### 3.2. Factors Within The Family That Influence Social Skills

According to Suryana, children are born with the potential to develop their skills, not to regulate and control them. Each child is born with different potential abilities (an inherent component of ability) which are realized through dynamic interactions between individual uniqueness and environmental influences (Dadan Suryana, 2016). To guide children in socializing with others, the role of parents and teachers is essential. The hindered level of achievement in a child's social and emotional development can be caused by parents who overly control their child's relationships with their friends. Children should be given the opportunity to choose and play with their own friends. Parents should not behave by controlling their child's plays because children can determine the appropriate friends based on their needs, where they can play, and what games they might play (Ramadhani & Fauziah, 2020).

The condition of a family that is financially sufficient and harmonious makes a child more confident and socially adept in the school environment, while a child from a lower economic background and a family that is less harmonious may be more withdrawn and have lower self-esteem. Thus, the family's situation has an influence on the child's social development (Santoso, 2019). In child development activities, parents should pay more attention and guidance, and be willing to collaborate with teachers, so without cooperation, it is difficult to find solutions to problems faced by children (Perdani, 2014).

### 3.3. Forms of Social Skills Development

The results of the researcher's observation in this study showed that with the habituation provided by the teacher to R and Y, all the teachers in the kindergarten worked together in instilling the ability of children to adapt to the environment around them, starting from cultivating the habit of playing

together, sharing food and drinks, apologizing when making mistakes, and expressing gratitude when helped by friends.

Helping children develop social skills will help them discover their identity as a foundation for their future life. There are many other ways to enhance a child's social skills and adaptability, and as caregivers or parents, we are free to determine the most suitable approach based on the child's needs. Supported and can also be developed in improving social skills through beneficial activities done together. Teaching children from an early age to prioritize tasks that need to be addressed immediately instead of diverting attention or delaying tasks is important. Teachers should provide children with the necessary tools to be able to distinguish between what is important and what is less important through ethics education, discipline, and etiquette.

The development of children's social and emotional skills can be focused on through the use of learning media. Educators should set a good example as children are essentially imitators; what they see and hear will be emulated by Maghfiroh (2021). According to Elliot & Busse, the intervention procedures of operant, cognitive, cooperative, and social learning are used to address children's social skills. Social skills intervention focuses on promoting positive behavior and using non-aversive methods such as modelling, training, and reinforcement to improve children's behavior (Dian & Herdina, 2017). For teachers, interventions that can be applied include the following social play plan at the beginning of a child's age: playing solitaire, parallel, associative, cooperative, and playing as a spectator.

Effective strategies for children to learn and practice social skills include role-playing. In role-playing activities, children follow the rules of the game and immerse themselves in their roles through the guidance of the teacher. Children are also given the freedom to express their feelings and develop their imagination in portraying certain characters or objects. Role-playing learning provides a new dimension in the learning process, especially in improving children's social skill (Veny, 2017).

The application of the role-playing method is one of the ways for teachers to enhance the social competence of young children in the classroom. Secondly, adapting school missions according to the children's age can also be implemented to prepare them with social competence (Sit, 2012). Creating a playful atmosphere during each learning process using toys and understanding the concept of play will allow children to acquire knowledge easily through play so that they do not feel burdened and stressed while learning (D Suryana, 2021).

Physical games or activities can also stimulate children's social skills, and there are 7 traditional games identified, including a) *Sobyounng*; b) *Ambah-ambah lemah*; c) *Obar-abir*; d) *Jenthung/Dhelikan*; e) *Bedhekan/Tutup mata*; f) *Dhakon*; g) *Sundamanda/Engklek*. Games involving physical movement and songs can also stimulate children's social skills, including a.) *Cublak-cublak Suweng*; b.) *Jamuran*; c.) *Gundhul-gundhul Pacul*; d.) *Jaranan*; e.) *Uler Keket*; f.) *Kidang Talun*; g.) *Kursi Jebol*; h.) *Peanut Fry Song*; i.) *Sluku-sluku Bathok*; j.) *Siji Loro Telu*; k.) *Menthong-menthong*; l.) *Buta-butu Galak*. Improving social skills in children is important so they can adapt their roles in their environment. Therefore, the urgency of developing social skills in early childhood should be maximized. Social skills are closely related to how individuals behave or their social behavior. Social behavior develops rapidly during the golden age, which is the childhood and pre-school age (Fakhriyani, 2018).

Therefore, if a child's social development is supported by the surrounding environment, the child will be able to develop social skills to easily adapt to their surroundings. Important support is needed to encourage the organization of the relationship between the experiences or knowledge that the child already has with what they are learning.

#### 4. CONCLUSION

Raising a child with well-developed social skills prepares him to comprehend himself and others and make sound judgements and judgements as an adult. This research aims to identify the familial risk factors for adolescent social impairment. The parenting approach has a significant impact on children's interpersonal skills development. Results may vary depending on whether or not parents are

actively involved in their children's lives. Therefore, if the environment fosters a child's social growth, the youngster will acquire the social skills necessary for successful adaptation. The youngster needs significant help in encouraging the organisation of the connection between their prior experiences or knowledge and their current learning. Parents and teachers can play a crucial role in helping children develop positive social skills. It is difficult to discover solutions to the challenges children confront if parents and instructors are unwilling to work together to nurture their children. Playing in parallel, associatively, singly, cooperatively, as a spectator/observer, and through traditional games are all examples of how games can be used for handling.

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