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THE RELATIONSHIP BETWEEN PARENTING STYLES AND THE COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN AT MATHLA'UL ANWAR KINDERGARTEN, BUARANJATI

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ABSTRACT

Background: It is estimated that more than 200 million children under the age of five worldwide do not reach optimal cognitive development, with the majority living in Asia. Cognitive development in preschool-aged children is a process through which children develop the ability to think, remember, and understand their surroundings. This development is influenced by various factors, one of which is the environment—particularly parenting style. Parents play a crucial role in supporting the cognitive, physical, language, social, emotional, religious, moral,and artistic development of their children. **Objective:** To determine the relationship between parenting style and cognitive development of preschool-aged children at Mathla'ul Anwar Buaranjati Kindergarten. **Methods:** This research is a quantitative study with a cross-sectional approach. A total of 85 respondents were selected using purposive sampling. The instrument used was an ordinal-scalequestionnaire.
Results: The Chi-Square test showed a *p*-value of 0.044 (< 0.05), indicating a significant relationship between parenting style and cognitive development in preschool-aged children at Mathla'ul Anwar BuaranjatiKindergarten.
Conclusion: There is a significant relationship between parenting style and the cognitive development of preschool-aged children at Mathla'ul Anwar Buaranjati Kindergarten

Keywords: "Parenting style, Cognitive Development Preschool-Aged Children"

INTRODUCTION

Preschool-aged children are those between 3 and 6 years old. This age is often referred to as the golden age, a period that is crucial for a child's future development. During this period, everything that happens in a child's life has a significant impact, making it crucial for parents to pay full attention to every aspect of their child's daily life. Therefore, parents play a crucial role in providing appropriate educational stimulation. It is hoped that through this stimulation, various aspects of a child's development, such as moral-religious, physical-motor, social-emotional, language, and cognitive, can develop optimally. (Nofianti, 2024). In terms of cognitive development, parents can provide appropriate stimulation to ensure proper development. This is crucial because cognitive development at an early age will impact a child's well-being in adulthood. (Nabila, 2022)

Cognitive can be defined as intellectual ability or thinking activity, while the thinking process refers to the stages in gaining understanding or knowledge about the world around them, including the processes of thinking, learning, capturing, remembering, and comprehending through various methods (Wicaksono, 2022). Cognitive abilities are crucial for children to process what they hear, see, touch, taste, or smell through their five senses. Children with optimal cognitive function have a greater chance of mastering language and speaking skills. To support children's cognitive development, various stimulations are needed, which can be

obtained through preschool education programs. Well-designed education can help children develop their potential while stimulating fine motor skills, gross motor skills, social skills, emotions, language skills, and cognitive skills, all of which are part of the process of developing a child's intelligence. Therefore, the quality of a child's development is greatly influenced by the type and intensity of stimulation they receive.

According to data from the World Health Organization (WHO, 2019), more than 200 million children under the age of 5 worldwide do not achieve optimal cognitive development, and the majority of them are in Asia. In Indonesia, the rate of developmental delays reaches around 13-14%. The Indonesian Ministry of Health conducted developmental screenings in 30 provinces and found that 45.12% of infants experienced developmental disorders. Meanwhile, according to data from the Central Statistics Agency (BPS, 2022), in 2021 the number of preschool-aged children (0-6 years) in Indonesia reached 30,831,329 out of a total population of 272,682,500. (Septy, 2023) According to the Indonesian Ministry of Health (2021), as many as 5-25% of preschool-aged children in Indonesia experience cognitive developmental delays, including fine motor development. These data indicate that many preschool children in Indonesia still face cognitive developmental challenges, requiring special attention from parents, as well as support from teachers and health workers. Research in Indonesia shows that 51.7% of parents practice good parenting patterns, while the remaining 41.7% practice poor parenting patterns. One cause is parents who over-indulge their children, resulting in them becoming less independent, less confident, and less skilled in social interactions. Furthermore, the prevalence of permissive parenting in Indonesia is recorded at 22.49%. (Widari, 2019)

Parenting style is a crucial factor influencing child development, as parents essentially serve as primary role models for children. The first education a child receives comes from their parents. Children can grow and develop according to their personalities if parents effectively fulfill their roles as educators, guides, and protectors (Yulianto, 2017). Therefore, the parenting style applied to children will shape habits that ultimately develop into inherent character traits.

In general, parenting styles are divided into three types: authoritarian, democratic, and permissive. Authoritarian parenting is a style in which all rules and orders from parents must be obeyed without exception. Democratic parenting gives children the freedom to actualize themselves, while remaining under parental supervision. Meanwhile, permissive parenting is characterized by loose supervision, where children are given freedom to do various things without adequate supervision. In this pattern, parents rarely give reprimands or warnings, even when the child is in a dangerous situation, and provide little guidance. Although parents with a permissive parenting style are often warm and thus liked by children, this pattern can actually be detrimental because children need attention, direction, and guidance.

MATERIALS AND METHODS

This study employed a quantitative research design with a descriptive analytical cross-sectional approach. The population consisted of parents of preschool children enrolled at Mathla'ul Anwar Buaranjati Kindergarten. A total of 85 respondents were selected using a purposive sampling technique.

Data were collected using structured questionnaires. Parenting style was measured using a self-administered questionnaire designed to assess parental parenting patterns, consisting of items representing three types of parenting styles: authoritarian, democratic, and permissive. Respondents were asked to indicate the frequency of parenting behaviors using an ordinal Likert scale. Based on the total score obtained, parenting styles were classified into authoritarian, democratic, or permissive categories.

Cognitive development was assessed using a structured questionnaire completed by parents to evaluate children’s cognitive abilities appropriate to preschool age. The questionnaire measured aspects of cognitive development, including thinking ability, understanding, memory, and problem-solving skills. The results were categorized into four ordinal levels: poor, sufficient, good, and very good cognitive development.

The study was conducted from January to March 2025 at Mathla'ul Anwar Buaranjati Kindergarten. Data analysis included univariate analysis to describe the distribution of parenting styles and cognitive development levels. To analyze the relationship between parenting style and cognitive development, which were measured using ordinal scales, non-parametric statistical tests were applied. Specifically, Spearman’s rho correlation test and the Kruskal–Wallis test were used to examine the association between ordinal variables. A p-value of less than 0.05 was considered statistically significant.

RESULT

Table 5.1 Frequency Distribution of Respondents Based on Cognitive Development Categories of Preschool-Aged Children

Cognitive Development of Pre-School Children	Frequency	%
Kurang	30	35,3%
Cukup	16	18,8%
Baik	17	20,0%
Sangat baik	22	25,9%
Total	85	100%

Table 5.2 shows the frequency distribution of respondents. The majority of respondents had cognitive deficiencies, amounting to 30 respondents (30%).

Table 5.2 Frequency distribution of respondents based on parenting styles at Mathla'ul Anwar Kindergarten, Sukadiri, Tangerang Regency

Parenting Style	Frequency	Persentage
Otoriter	22	25,9%
Demokratis	35	41,2%
Permisif	28	32,9%
Total	85	100

Table 5.3 shows that parents use all parenting styles for their children, but the majority (35%) of respondents (35%) use democratic parenting styles. According to Tridhonanto (2014), democratic parenting is characterized by a high level of affection, where parents are actively involved and sensitive to their children's needs, and encourage their independence. This parenting style is democratic, allowing children freedom but still setting boundaries to help them make informed decisions in life. Parents who use this parenting style are rational, base their actions on mature thinking, and are realistic about their children's abilities. Children are given the opportunity to develop their internal control so they can practice being responsible for themselves.

Table 5.3 Bivariate Results of Parenting Styles with Cognitive Development

Parenting Style	Cognitive Development										*p value*
	Poor		Quite Enogh		Good		Very good		Total		
	N	%	N	%	N	%	N	%	N	%	
Demokratis	16	18,8%	3	3,5%	3	3,5%	12	14,1%	34	40,0%	
Otoriter	2	2,4%	0	0.0%	0	0.0%	2	2,4%	4	4,7%	
Permisif	12	14.1%	6	7,1%	8	9,4%	21	24,7%	47	55,3%	
Total	30	35,1%	9	10,6%	11	12,9%	35	41,2%	85	100%	0,044

Based on table 5.3, the analysis results show that respondents who experienced poor cognitive development were found in the democratic parenting style 16 respondents (18.8%), respondents who experienced very good cognitive development 12 respondents (14.1%), respondents who experienced good cognitive development 3 respondents (3.5%), and respondents who experienced sufficient cognitive development 3 respondents (3.5%). Meanwhile, respondents who experienced very good cognitive development with the authoritarian parenting style were 2 respondents (2.4%), and respondents who experienced less cognitive development 2 respondents (2.4%). In addition, respondents who experienced very good cognitive development were found in the permissive parenting style 21 respondents (24.7%), respondents who experienced good cognitive development 6 respondents (9.4%), respondents who experienced sufficient

cognitive development 8 respondents (7.1%), and respondents who experienced less cognitive development 12 respondents (14.1%).

Based on the results of the chi square test analysis in this study, the p value <0.05 was obtained, which stated that the hypothesis was accepted that there was a relationship between parenting patterns and the cognitive development of preschool children at Mathla'ul Anwar Kindergarten, Sukadiri, Tangerang Regency, with a p value of 0.044.

RESULT AND DISSCUSSION

1. Univariate Analysis
   A. Frequency Distribution Based on Parenting Style

Based on the frequency distribution of parenting styles, 22 respondents (22%) were authoritarian, 35 respondents (35%) were democratic, and 28 respondents (28%) were permissive. According to (Sentosa, 2022), the role of parents or family is very influential in ensuring children's ability to complete developmental tasks. The role of parents is related to parenting methods, providing learning opportunities for independence, a sense of security, and opportunities for optimal development. Parenting styles contribute to children's cognitive development, and differences in parenting styles also have different developmental outcomes for each child. Parenting is an activity undertaken as an effort to enhance a child's growth and development through the provision of stimuli. These results align with research conducted by (Alfiah, 2020). The results of a study conducted with parents at Al Muhajirin Kindergarten in Makasar revealed that 38 respondents (38%) perceived democratic parenting, 30 respondents (30%) perceived authoritarian parenting, and 21 respondents (21%) perceived permissive parenting.

   B. Frequency Distribution Based on Cognitive Development of Preschool-Aged Children

Based on the frequency distribution of children's cognitive development, 30 respondents experienced poor cognitive development, 22 respondents experienced excellent cognitive development, 17 respondents experienced good cognitive development, and 16 respondents experienced adequate cognitive development. Children's cognitive development is strongly influenced by parental parenting styles. Appropriate parenting styles with appropriate guidance can help children develop their cognitive abilities optimally. However, if the parenting style emphasizes too much on commands and pressure, children will tend to work solely on instructions and not develop their thinking skills to their full potential, resulting in stunted cognitive development. These results align with research conducted by Syahrin Alfi (2020) at Tk Negri 13 in Maros Regency. The results showed the highest percentage score, at 54.19%, in the good category, 37.77% in the adequate category, and 8.02% in the poor category. From these results, it can be concluded that there is a relationship between parenting styles and children's cognitive development. The study found that parenting styles can determine or influence the development of preschool children. This is related to parenting styles that are not overly restrictive but still monitor the needs and development, meet the child's needs, and maintain good communication.

2. Bivariate Analysis

The results of this study indicate that 16 respondents (18.8%) experienced poor cognitive development in the democratic parenting style, 12 respondents (14.1%) experienced very good cognitive development, 3 respondents (3.5%) experienced good cognitive development, and 3 respondents (3.5%) experienced adequate cognitive development. Meanwhile, two respondents (2.4%) experienced excellent cognitive development with an authoritarian parenting style, and two respondents (2.4%) experienced poor cognitive development. Furthermore, 21 respondents (24.7%) experienced excellent cognitive development with a permissive parenting style, six (9.4%) experienced good cognitive development, eight (7.1%) experienced adequate cognitive development, and 12 (14.1%) experienced poor cognitive development.

Based on the chi-square test, it was concluded that there is a significant relationship between parenting style and cognitive development. A p-value of 0.044 with a α of 0.05 was obtained. Therefore, the hypothesis in this study was accepted, indicating a relationship between parenting style and cognitive development among preschool-age parents of students at Mathla'ul Anwar Kindergarten, Sukadiri District, Tangerang Regency.

This is in line with research conducted by (Alfiah, 2020), which stated that the p-value was 0.000 with a value of 0.05. The p-value obtained was less than a, thus accepting the research hypothesis, indicating a relationship between parenting styles and the cognitive development of preschool-aged children at Al-Muhajirin Kindergarten in Makassar City.

Children's cognitive development is related to brain capacity and is therefore closely related to a child's intelligence level. Cognitive function enables a person to think, remember, analyze, learn, and generally engage in activities. Preschool age is the age before children enter school age. This period is called early childhood, spanning 3-6 years. During this period, children experience growth and development.

CONCLUSION

1. The frequency distribution of respondents based on parenting style indicates that parents use all parenting styles for their children, but the majority (35 respondents) use democratic parenting styles.
2. The frequency distribution of cognitive development in preschool-aged children shows that the majority of respondents (30%) have poor cognitive development.
3. The statistical test results in this study indicate a relationship between parenting style variables and children's cognitive development (p = 0.044). It can be concluded that there is a significant relationship between parenting style and children's cognitive development at Mathla'ul Anwar Kindergarten, Sukadiri District, Tangerang Regency.

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