

DIFFERENCES IN PARENTING PATTERNS FOR CHILDREN AGED 6-12 YEARS IN KUPANG, EAST NUSA TENGGARA: A QUALITATIVE RESEARCH

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Abstract. This research aims to understand differences in parenting patterns for children aged 6 to 12 years based on the views and parenting methods applied by parents in Kupang, East Nusa Tenggara. The research approach used is qualitative, with data collection through questionnaires and short interviews. Questionnaires were distributed to five parents who were willing to participate to identify the various parenting approaches and patterns they applied, as well as the values they considered important in educating their children. Short interviews were conducted in the form of discussions and questions and answers to explore the experiences, views and challenges faced by each resource person in the caregiving process. The research results show that there are variations in parenting styles applied, ranging from authoritarian to permissive approaches, which are influenced by the educational and cultural background of each parent. This research also provides insight into how differences in parental views can influence children's growth and development. Additionally, this research emphasizes the importance of support and information for parents to improve their parenting practices. Thus, it is hoped that the results of this research can become a reference for developing education and training programs for parents in Kupang, in order to create a better environment for children's growth and development.

Keywords: Differences in parenting styles, Children aged 6-12 years, Parents, Kupang.

INTRODUCTION

Parents are a component of the family which consists of father and mother, the family is the result of a legal marriage bond which can form a small family. The position and function of the family in life humans are very important. The family has an important role in carrying out care for their children because in essence parents are a forum for forming the characteristics of each of their members, especially for children aged 6-12 years, where children of this age still need their parents' guidance. So parents are the first basis for forming good social behavior.

In general, parents' treatment in caring for their children is manifested in the form of caring for, teaching, guiding and sometimes playing with the children. Parents have a big influence on children's education, because parents are the first and main teachers for children. Parents who are able to realize their strategic role and function will be able to position themselves better and apply parenting and educational patterns more appropriately. This statement is in line with Erikson's opinion in Hurlock (1978) that what children learn depends on how parents fulfill the child's needs for food, attention and love. Once he learns, such attitudes will color the individual's perception of society and the atmosphere throughout life. Therefore, parents need to pay attention to their child's development because each period of development will have an impact on the next period.

It is generally understood that parents bear the primary responsibility for ensuring the survival and well-being of their children. This is largely due to the undeniable fact that the fundamental obligation to provide education is borne by the parents. This research concludes that parental example refers to actions or other forms of behavior that can be imitated or imitated by children who act or embody them. Therefore, parents who are the object of imitation are called role models. Psychologically, it turns out that humans need role models in their lives, this is an innate human trait. There are two kinds of imitation, namely intentional and unintentional. Exemplification is intentionally carried out formally, such as providing an example for carrying out correct worship and so on, while exemplification is accidentally carried out informally, such as attitude or character. But exemplification carried out informally sometimes has a greater influence than formal exemplification (Sukarno 2012).

Education in the family, interactions between parents and children greatly influence the child's intellectual and personality development. According to Wijanarko (2017), children's behavior can be shaped through education in the family and the interactions that occur between them. Therefore, it is important for parents to realize how much influence they have in shaping their children's character and abilities. In Kupang itself, the parenting style applied by parents can vary depending on educational background, culture and the values of the local community. This research aims to explore differences in parenting patterns in this community. By understanding how parents' views on parenting are influenced by these factors, we can see how they impact the development of children in Kupang.

It is hoped that the results of this research will provide deeper insight into parenting practices in Kupang and help formulate support programs for parents to improve the quality of their parenting. Thus, a better environment for children's growth can be created through collaboration between parents, society and educational institutions.

RESEARCH METHOD

This research concentrates on Kelapa Lima 1 Grade Elementary School which is located in Kupang City, East Nusa Tenggara. This research aims to identify and analyze various parenting patterns applied in Kupang City, especially for children aged 6-12 years, which is very important because this period is a crucial phase in children's character and social development. This is a very important issue because it takes into account the culture and habits of parents in Kupang City, most of whom apply strict parenting styles towards their children.

We used a qualitative approach, this research was prepared by collecting data using a questionnaire method, considering the limited time between parents and ourselves. Through this method, it is hoped that in-depth insight can be gained regarding how parents educate their children and what factors in the surrounding environment can influence children's growth and development.

It is hoped that the results of this research will provide a clear picture of the differences in parenting patterns in Kupang City and their impact on children's social and emotional development. By understanding the various approaches provided by parents, this research can also provide practical recommendations for parents in making policies to create an environment that supports children's growth.

1.1. Study design, ethics, and participants

This research received permission from the Principal of Kelapa Lima 1st Grade Elementary School. All the answers we get from each respondent will be used as data that will be included in the research report. Six (6) respondents aged 31 to 42 years agreed and were willing to be involved in all stages of the research. We used purposive sampling with several criteria, namely (1) Respondents were parents of children attending Kelapa Lima Multi-level Elementary School and (2) Residing in Kupang City. Further respondent information can be seen in the following table.

Name	Age	Gender	Work
Ellen Koroh	31 tahun	Perempuan	Guru
Maryanti Oktaviana	36 tahun	Perempuan	Ibu rumah tangga
Neoly Fitriah	37 tahun	Perempuan	Ibu rumah tangga
Ni Wayan Wiwik	38 tahun	Perempuan	Wiraswasta
Sofia Adu	42 tahun	Perempuan	Guru

RESEARCH METHOD

The three authors are first semester students from the Psychology Study Program, Faculty of Public Health, who are currently studying at Nusa Cendana University, Kupang. The author carried out this research to fulfill the assignment for the Basic Psychology: Human Development course.

1.1. Research Stages

This research began to be carried out on November 16 2024. This research began with the author and researcher visiting Kelapa Lima 1 Grade Elementary School to meet with the Principal to convey the aims and objectives of coming to school. After providing information regarding the research to be carried out. The author and the Principal agreed on the date and number of respondents that must be obtained to match the target given. The target that we have agreed on is the parents of students attending Kelapa Lima 1 Grade Elementary School, especially those aged 6-12 years. Then, on the date determined, the author as the research team went directly to provide a little education regarding the research that would be carried out, then the respondents were directed to fill out a questionnaire containing several questions that had been provided. We as the research team got 5 respondents, the majority of whom were women.

1.2. Analisis

Data was obtained by filling out a questionnaire, where the researcher copied all the answers filled in on a form which was then checked and studied further. Through this research the author wants to reveal that the parenting patterns of children aged 6-12 years in Kupang City can be influenced by surrounding environmental factors. Through questionnaires filled out by parents, it was found that the parenting patterns applied varied. Apart from that, this research also shows that there are differences in the approaches applied by several parents. Some parents apply several rules such as having to read books, limiting the use of gadgets and making special schedules for their children, but there are also several differences in the parenting patterns of parents who allow their children to play with gadgets.

This difference shows that the different parenting styles given to children influence the way children interact with the environment around them. These findings show the importance of understanding the local context in analyzing children's parenting patterns, as well as the impact that can occur on children based on policies and how much knowledge parents have in supporting children's growth and development.

1.3. Results Dominant parenting style

From the results of the questionnaire, it was found that some parents implemented strict and disciplined parenting, for example by limiting the use of gadgets and setting a daily study schedule. On the other hand, some parents are more permissive, giving children freedom in managing their time playing with gadgets. This variation in parenting styles has a significant influence on children's social and emotional development, especially in interactions with the surrounding environment.

One of the speakers, Ellen Koroh, who works as a teacher, answered "Often giving directions and schedules helps my children understand responsibility, but I also give them enough play time to keep them balanced.", which in this case emphasizes the importance of formal education and non-formal in supporting children's development. He shared experiences about how the application of discipline can increase children's responsibility in completing school assignments. However, he also faces challenges in managing children's expectations for playing and learning in a balanced manner. Another resource person, Maryanti Oktaviana, a housewife: "We believe that giving freedom can help children learn to be independent, but it is important to still provide direction." On the other hand, there are also parents who choose a more permissive approach while maintaining supervision. Yang revealed that flexibility in parenting has a positive impact on children's creativity, although he feels it is necessary to increase supervision so that children do not use gadgets too often. In an interview, he stated: "We believe that providing freedom can help children learn to be independent, but it is important to still provide direction."

The results of this study also reveal that local culture has a major influence on parenting practices. Values such as respect for parents and responsibility towards the family are often taught through example, both formally and informally. Sofia Adu, another teacher: "We often show good manners to children at home, and they imitate it naturally.", in this case also mentioned that non-formal approaches, such as providing examples of polite behavior, and also open communication between parents and children helps children understand their boundaries and responsibilities. And this method of education is more effective than rigid verbal instructions.

1.4. Implications and culture in parenting patterns

This research identifies and analyzes differences in parenting patterns for children aged 6-12 years based on the views and practices of parents in Kupang. Respondents consisted of five parents with diverse backgrounds, including housewives, teachers and entrepreneurs. The data shows variations in the parenting approaches applied, which are influenced by educational factors, culture and local values.

Overall, these findings demonstrate the importance of understanding local context in parenting analysis. Differences in parental backgrounds create a diversity of approaches, which ultimately affects the quality of the parent-child relationship and the child's development. Therefore, educational programs are needed that focus on improving parenting skills, including training on time management and wise use of technology.

And it is hoped that the results of this research can become a reference for developing educational policies and interventions that support parenting practices in Kupang. With collaboration between parents, communities and educational institutions, a conducive environment for children's growth can be created, so that children are able to face future challenges better.

1.5. Discussion

When children are 6-12 years old, this is the most important phase in children's development, where they begin to build their identity and learn to interact with the world around them. At this age children tend to be more independent and begin to develop more complex social skills. An authoritative parenting style or a parenting style that prioritizes two-way communication between parents and children, and balances freedom and boundaries is proven to be more effective in helping children develop self-confidence and ability in make decisions. This is supported by the statement of Diana Baumrind, a psychologist who first put forward the concept of this parenting style, saying that "Authoritative parents provide a balanced combination of emotional support and clear boundaries. This allows children to feel safe and respected, while learning about responsibility and

the consequences of their actions.” In this context, parents have an important role as supporters who provide clear boundaries but remain open to communication with children so that children feel more appreciated and have their opinions heard by parents. Based on the answers to the questionnaire that we have read, we found the authoritative parenting style that parents apply both from how often they give children the freedom to make their own decisions.

Mrs. Maryanti "Often.. Especially when they want to do something or do something. As parents we provide input and give a little example." Ibu Sofia "Kebebasan diberikan sesering mungkin tapi dengan memberi tau dampak dan akibatnya dari keputusan itu, contohnya saat anak2 ingin menentukan cita2."

This shows that the parenting style provided by both parents as above has a great influence on the child's growth and development. Of course, the impact is that children have a high sense of responsibility and dare to take risks in the decisions they choose, but of course with very detailed consideration. You can imagine that from a young age, children are not given the freedom to give their opinions and what they want, when they grow into adults, children do not have a sense of responsibility and are not confident in the decisions they have chosen.

On the other hand, parenting styles that are too permissive or too authoritarian have a negative impact on children's growth and development. This parenting style tends to provide less boundaries so that children may have difficulty understanding the consequences of the actions they choose. An authoritarian parenting style that is too strict can make children feel depressed and lack self-confidence. As psychologist Judith Rich Harris says, "Children raised in authoritarian environments may have difficulty establishing healthy social relationships. They tend to be more aggressive and less able to adapt to complex social situations." Authoritarian parenting can be said to be a normal and common parenting pattern for some people. Especially in Kupang City, NTT, this pattern of foster care is something that is almost normalized as part of the population. Where they use or apply harsh discipline to control children's behavior by giving physical punishment such as being hit, pinched, and often being scolded with harsh words, however this is often considered common because it is said to be provision or training for children to have a strong mentality and not easy to fall. This of course has its pros and cons, but overall this type of parenting is considered not good or deviates from proper parenting.

Therefore, it is very important for parents to find a balance between giving freedom, setting clear rules, and how to educate children in a disciplined manner without deviating from good parenting patterns and without involving violence in educating children. Below we will discuss several simple parenting patterns that must be applied at home.

1. Parenting style based on communication: This parenting style encourages open communication between parents and children, where parents listen attentively and respect all views given or conveyed by the child. In this way children can learn to express themselves well and develop important interpersonal skills.
2. Parenting style based on involvement: In this parenting style parents are required to be actively involved in children's activities such as education, hobbies and extracurricular activities. This involvement can improve academic achievement and social skills and strengthen the bond between parents and children
3. Responsive-based parenting: Parents provide sufficient attention and affection to the child's emotional and physical needs. They must be sensitive to the signals given by children and respond in a supportive way. This approach helps children feel safe and valued.
4. Positive parenting style: In this parenting style parents focus on reinforcing good behavior through praise or rewards. This parenting style can create a supportive environment where children feel motivated to do good things. This approach helps children build intrinsic motivation (motivation that comes from within) and a high sense of self-esteem.
5. Authoritative parenting: A parenting style that combines clear boundaries with emotional support. Authoritative parents set rules and expectations while still opening up space for discussion. Parents explain the reasons behind the rules they make so that children understand the consequences of their actions. This of course encourages children to be more independent and fosters a high sense of self-confidence.

CONCLUSION

From this research, it can be concluded that parenting patterns for children aged 6-12 years in Kupang, East Nusa Tenggara, are greatly influenced by cultural, economic and educational factors. The various approaches applied by parents show significant differences, ranging from authoritarian parenting to more permissive parenting. This has an impact on the development of children's character and social abilities, where children who are raised in an environment that supports open communication tend to be more confident and have good social skills.

Apart from that, the importance of the role of communities and educational institutions in supporting positive parenting patterns is also very visible. Programs that involve parents in their children's education and training to improve parenting skills can help create an environment that is more conducive to children's development. By understanding these differences in parenting styles, it is hoped that parents and educators in Kupang can collaborate to create more effective parenting methods, which suit the needs and characteristics of children in the area.

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