

Development Parenting Model to Increase the Independence of Children

Kustiah Sunarty¹ & Gufran Darma Dirawan¹

¹ Education Faculty, Makassar State University, Indonesia

Correspondence: Gufran Darma Dirawan, Education Faculty, Makassar State University, Indonesia. E-mail: gufrandarma@yahoo.com

Received: April 17, 2015 Accepted: May 20, 2015 Online Published: September 28, 2015

doi:10.5539/ies.v8n10p107

URL: <http://dx.doi.org/10.5539/ies.v8n10p107>

Abstract

This study examines parenting and the child's independence model. The research problem is whether there is a relationship between parenting and the child's independence. The purpose of research is to determine: firstly, the type of parenting in an effort to increase the independence of the child; and the relationship between parenting models and the child's independence. The study population was a junior high school student in the city of Makassar. Data were collected through the scale/questionnaire. Data were analyzed by using descriptive analysis statistics and statistical inferential. The results showed that: firstly the type of parenting patterns used today in relation with the independence of children are respectively: positive parenting, democratic, authoritarian, permissive, negative/unhealthy, and derelict; secondly, a positive parenting and a democratic parenting model can increase the child's independence, and finally, there is a positive and significant relationship between parenting models and the child independence.

Keywords: parenting, self-reliance, independence relationships parenting

1. Introduction

Philosophically, the educational objective is the process of "humanizing" a human kind (Sudiarja, 2006), because humans do not directly develop into complete human beings, there is a process of learning as the process of education that may help to improve knowledge, attitudes and psychometric of human being. In the process of humanizing, education plays a very important role, through human education can be developed to become the actual potential personality of the person.

One of the goals of education is to develop individual knowledge, attitudes potential especially the "ability to pursue the independence" of the child. Especially the ability to make a decision, A decision of one person is done without someone others person intervention. Education has main the task and function to develop human and community independence of the nation. Suryono (2013) expressed the opinion Ki Hajar Dewantara a prominent Indonesian educators believes that generally human action of teaching is influenced person started from their born, while the inner life gained from education.

Lately, nearly every day in the printing and electronic media show or describe the behavior of students who are very far from independent behavior. Dependent behavior is characterized of someone or students by looking at their attitudes that are not responsible for their behavior, such as: often too late, do not attend classes at certain hours, do not take advantage of free time to learn, less/no help parents with their own consciousness, lack of discipline in learning and less active in community activities.

In connection with the case examples above, many factors can affect the child's independence. These factors can come from within the internal children and external factors of the children. Ali and Asrori (2008) and Astuti (2009) suggested the internal factors of the children, such as gene/descent, birth order, physical condition, talent and intellectual potential, maturity, and sex of the child; while the external factors of the child, such as parenting pattern, school system, and the system of environment. There are several factors, which needs to studied further such as the factor of parenting, with considerate the child's independence is strongly influenced by his parents patterns, which stems from the development of the child in the family.

The fact shows many parents treat has/her children like a child, despite his/her already adult (Sunarty, 2014). This related with the opinion of James (2002) which revealed that many parents everyday characterized by his

words and actions to criticize paced, completely protects, always changing, completely opposed, neglect, self-regulating, and emotional demands of child care excessive, resulting in children not independent. If the behavior context (words and actions) such parent is allowed to continue or not immediately changed it will cause bad effects on the child, the child becomes submissive, waiting for orders, not confident, too afraid to blame, which in the end could not make their own decisions on activities. Children who can not make decisions indicates not independent.

2. Research Methods

This research uses a quantitative approach, the type of correlational research. This study consisted of two variables, namely parenting patterns (at this time), and the independence of the child. The study population was a junior high school students in the city of Makassar. Samples were taken at SMPN1, SMP Negeri 8, and SMP 35 Makassar. By using cluster random sampling technique and design Research, using correlational research design.

Techniques and instruments of data collection using the scale, the scale of parenting patterns and the child's independence. Data were analyzed using a descriptive statistical analysis and inferential statistics. Descriptive statistics were used to describe parenting patterns, include: (1) The frequency distribution, (2) Mean, (3) median, (4) Maximum value, (5) the minimum value, and (6) Standard Deviation. Inferential statistics used to test hypotheses about the presence or absence of correlation parenting patterns with the child's independence, and the kind of parenting that parents can increase the child's independence. The data analysis technique used is the Pearson Product Moment Correlation (Sugiono, 2011).

3. Research Result

Description of the type of parenting patterns to improve the child's independence:

The research findings parenting patterns used today in an effort to increase the independence of children are summarized in Table 1, below.

Table 1. Minimum, maximum, mean and std. deviation value

Variabel/Subvariabel	N	Mean	Standard Deviation	Minimum value	Maximum Value
Authoritarian Parenting	103	22.9029	3.75347	13.00	31.00
Democratic Parenting	103	23.8155	3.33357	16.00	33.00
Permissive Parenting	103	23.0777	4.04797	16.00	32.00
Derelict Parenting	103	22.3204	4.40858	14.00	31.00
Positive Parenting	103	25.2524	3.87733	14.00	32.00
Negative Parenting	103	22.4563	4.23055	14.00	33.00

Source: Primary data processing results in May 2013.

Based on the data in Table 1, it can be known several types of parenting that are used by parents today in everyday life. This is evident in the results of the average (mean) of the type of parenting patterns, which respectively can be expressed as follows: 1) Positive Parenting (25.2524); 2) Parenting democratic (23.8155); 3) Parenting permissive (23.0777); 4) Parenting Authoritarian (22.9029); 5) Parenting Negative/unhealthy (22.4563), and 6) Parenting derelict (22.3204).

Type parenting patterns that can increase the child's independence:

The result of the relationship between all variables by looking at "kind of parenting that parents can increase the child's independence", used the results of the correlation data processing parenting patterns with the child's independence, which is presented in Table 2, as follows.

Table 2. Results correlation data processing independence parenting patterns and children

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	119.470	7.445		16.048	.000
X1	-.568	.294	-.169	-1.931	.056
X2	.780	.255	.207	3.062	.003
X3	.909	.329	.293	2.765	.007
X4	-1.399	.232	-.491	-6.042	.000
X5	1.891	.302	.583	6.258	.000
X6	.715	.270	.241	2.649	.009

Source: Primary data processing results in May 2013.

Based on the data in Table 2, the highest t-value (probability $0.000 < 0.05$) measurement was used to determine the type of parenting that parents can increase the child's independence. The findings show that the type of parenting patterns who have a strong correlation to improve the child's independence is parenting patterns positive and democratic.

Relationships parenting patterns and the child's independence:

To determine the relationship of parenting patterns with the child's independence, the proposed hypothesis which says "Is there a relationship between parenting patterns and the child's independence ". Therefore, the null hypothesis tested is the first proposed null hypothesis (H0) that reads, "There is no relationship between parenting patterns and the child's independence". Inferential statistical calculation results of the relationship between parenting patterns and the child's independence can be seen in Table 3 below.

Table 3. Results of data processing relationship between parenting patterns and kids independence

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	9796.680	6	1632.780	24.771	.000 ^b
Residual	6327.786	96	65.914		
Total	16124.466	102			

Source: Data Analysis Parenting patterns and Kids Independence.

The Data in Table 3 shows that there is a positive and significant relationship between parenting patterns with the child's independence.

4. Discussion

Description Parenting Patterns:

The results showed that there are several parenting models are used parents in nurturing, educating, and raising their children, not just one, but different types of parenting, even all kinds of parenting is used. Sequentially types of parenting patterns used by today's parents in educating children is parenting: 1) positive, 2) democratic, 3) permissive, 4) authoritarian, 5) negative, and 6) derelict.

1) Positive Parenting

Positive parenting model show this kind of parenting model were at first that enable to develop of the child's independence. Therefore, when parents communicating, transacting or Interact with the child, words and actions always: feasible, encourage, consistent, soothing, caring/nurturing, relax, and be responsible. This is in related with the opinion of Gordon (2000) and James (2002), the which Suggests that positive parenting patterns/sound, words and actions impact both parents for the child's personality development, Including in the form or increase of the child's independence.

2) Democratic parenting

Parenting democratic model are second model which can increase the child's independence. Because of parents communicating, transacting or interact with the child, words and actions always: be rational, responsible, open, objective, firm, warm, realistic, flexible, so as to foster confidence and self-esteem, the child to take a decision on the activity and needs. This fact is similar with by the opinions Santrock (2007), Santrock (2009), Papalia (2008), Talib (2010), Gerungan (2010), which states that the democratic parenting patterns very well in developing independence as established two-way communication, mutual respect, and provide opportunities for children to make decisions on the activities and needs.

3) Permissive Parenting/Laissez Faire

Permissive parenting/laissez faire in third place that is able to increase the child's independence. The communicating, transacting or interact of the parents with the child, words and actions are always visible in speech and behavior were giving freedom to children, less demanding responsibilities, do omission, very weak in implementing discipline, and less decisive in implementing regulations. Such parental behavior by Papalia (2008), Santrock (2009), Gordon (2000), Talib (2010), and Gerungan (2010), makes the personality of the child is not growing well, including inhibiting the child's independence.

4) Parenting Authoritarian

Authoritarian parenting was in fourth place that is able to increase the child's independence. The parents communicating, transacting or interact with the child, words and actions: absolute tend to set standards should be followed, demanding obedience, dictate, less warm, stiff and hard, not giving trust, punish, rarely giving praise and reward. This is supported Papalia (2008), Santrock (2009), Gordon (2000), and Talib (2010) that authoritarian parenting, make children do not develop properly because children feel depressed, fearful, submissive may also reverse aggressive, powerless make the child unable to make their own decisions on activities or needs, which makes it difficult child independently.

5) Parenting Negative/Unfair

Authoritarian parenting was in fifth place which is able to increase the child's independence. The communicating, transacting or interacting with children, speech and action: always criticize, protect redundant, inconsistent, always arguing and do not allow the child argues, versatile set, and parents always want to be served so that the child is always forbidden to leave the house after school. These results are in accordance with the opinion, Gordon (2000) and James (2002) which states that negative parenting/unhealthy, bad for the development of the child's personality, including inhibition of the child's independence.

6) Derelict Parenting

Authoritarian parenting was in sixth place that is able to increase the child's independence. The parents communicating, transacting or interact with the child, words and actions always: ignore the existence of the child, refused to hear children's expression of feelings and ideas, stingy and very calculating, selfish, closed, and does not provide opportunities for children to talk. These results are supported by Papalia (2008) and Talib (2010) which states that parenting is parenting patterns derelict showing a pattern of behavior that parents who prefer to ignore both physically and psychologically, which greatly hindered the development of the child's personality, which in turn inhibits the independence children.

Parenting patterns (positive and democratic) and the independence of children:

The way of the application of positive parenting patterns in everyday livelihoods can be shown by looking at children ability to act independently: (1) proper parenting patterns, appears in the words and actions of parents aimed at fixing the errors children accompanied logical explanation/rational/reasonable, which accepted children without pressure; (2) parenting patterns push, looks in the words and actions of parents aimed at helping children do their own tasks, whether relating to his duties at home and outside the home, by providing a boost/spirit to try to decide and perform the work themselves, without intervention of others; (3) consistent parenting patterns, appears in the words and actions aimed to educated child's. The parents is keeping/maintaining the same words and actions in the same circumstances, to train children to be assertive, strong, and confident; (4) parenting are cool, looks in the words and actions aimed at parents who provide role models to children in a way that is gentle and pleasant; (5) parenting in caring/nurturing, appears in the words and actions of parents aimed at helping children feel the caress both physically and psychologically from their parents, by observing and hearing speech and expression of the child's feelings, warm mingle with children, and mutual respect; (6) relaxed/casual, parents appears in the words and actions aimed at bringing the child's parents in a relaxed atmosphere, by giving children the freedom to speak, act, and move in a relaxed without feeling depressed; (7) responsible parenting,

appears in the words and actions that aimed to learn child's parents model took the risk of its activities, by giving children the confidence and freedom to perform activities in accordance with the needs, and learn to take the risk of the activity and needs it.

Based on the exposure to positive parenting, we can conclude that the words and actions of parents eligible/deserve, always encouraging, consistent, soothing, caring/nurturing, relax, and take responsibility can increase the child's independence. This finding is consistent results Sunarty study (1996) that parenting patterns can increase the child's independence is positive parenting. This finding is supported by Pratt (2004) which states that parents are always giving encouragement and opportunities and be rational will increase the independence of the child, especially when he was aged over 20 years.

How to apply democratic parenting in everyday life so that the child is able to self, appears in words and actions of parents: (1) look at the rights and obligations between parents and children, in relations with their respective roles, therefore parents always treat children developmentally appropriate children; (2) to give responsibility to the child for everything that is done gradually until they become adults according to the stage of development, encouraging the child to the activity itself, without waiting for orders from her parents; (3) to encourage dialogue, mutual giving and receiving, listening to complaints and opinions of children, and mutual respect and respect for the decision; (4) to act objectively, firm, warm and understanding. Parents with children's behavior as it membelajarkan assertive, and have a principle of life, especially in relation to decisions on the activities and needs; (5) to gain confidence and self-esteem in children. This is evident in the words and actions of parents who always encouraged children to live up to his own abilities, with due regard to the child's stage of development; (6) to encourage the children are able to make their own decisions. This is evident in the words and actions of parents who always encouraged his son do the work and activities themselves, dare to take decisions and bear the risk of judgments.

Based on exposure to democratic parenting style we can conclude that the words and actions of parents who look the same with her child who has rights and obligations, responsibility, respect and honor, objective and firmly, pull the trigger at all costs, can increase the child's independence. This is consistent with research findings Indrawati (2002) which states that a high level of independence of children cared more authoritative or democratic parenting; Research Komaruddin (2005) concludes that parents who choose democratic parenting tend to have a child with a high degree of independence; Astuti (2005) provide research findings that increase or decrease in student autonomy in learning is determined by parenting patterns, especially democratic parenting; and research Mochtar (2009) showed that parents with parenting democratic showed a high degree of independence in children.

Relationship parenting patterns with the child's independence:

The results show there is a positive and significant relationship between parenting patterns with the child's independence. This finding is consistent Komaruddin (2005) which examined the contribution of parenting patterns towards independence grade II SMA Negeri 1 Balapulang Tegal Academic Year 2004/2005, revealed no significant positive relationship and contribution to the independence of the child's upbringing; Indrawati (2002) on the influence of parents' parenting adolescents in junior independence Muhammadiyah Malang 6 DAU, provide findings that there is a positive and significant influence between parenting patterns and independence; Ratna (2005) examined the relationship of parenting patterns with emotional independence. Moreover, in Bandung 29 eighth grade students in the school year 2004/2005, giving the conclusion of the study there was a significant positive relationship between parenting patterns and the child's independence; Astuti (2005) investigated the influence parenting patterns of the students 'independence in learning in class XI SMA Sumpiuh Banyumas year 2005/2006, providing research findings there is a positive and significant influence parenting patterns of the students' independence; Arifin (2008) examined the views of the child's independence parenting patterns, to the conclusion that there is a significant and meaningful relationships between parenting patterns and the child's independence. Astuti (2009) examined the role of parenting patterns against the formation of independence of learners in SMA PGRI 1 Park Pemalang Academic Year 2008-2009, concluded that there was a significant relationship between the role of parenting patterns against the formation of independence of learners.

Based on the study of theory and research results are very convincing that independence children is influenced by parenting patterns, although there is no denying there are other factors that affect a person's independence.

5. Conclusion

Based on the results of data analysis suggested the following conclusion.

- Parenting patterns that tend to be used today in an effort to increase child's independences, is parenting:

positive, democratic, permissive, authoritarian, negative, and derelict.

- There is a positive and significant relationship between parenting patterns and the child's independence.
- Parenting patterns can increase the child's independence is positive parenting and parenting democratic.

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