

The Influence of Parenting Patterns, Family Socio-Economic Status and Language Ability on Children's Social Development

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Abstract

This study aims to describe parenting patterns, family socioeconomic status, language skills and social development of children and analyze the effect; (1) Parenting patterns for children's language skills; (2) Family socioeconomic status on children's language skills; (3) Parenting patterns on children's social development; (4) Family socio-economics on children's social development; (5) language skills on children's social development; (6) Parenting patterns through language skills on children's social development; (7) Family socio-economics through language skills on children's social development. Using this type of quantitative research with research samples totaling 155 children with an age range of 5-6 years. The results of the study show: (1) that people's parenting tends to use democratic parenting, Family socioeconomic status tends to be in the moderate category, children's language skills and social behavior are classified as starting to develop, there are influences: (2) parenting patterns on children's language skills are 0.223; (3) family socioeconomic status on children's language skills is 0.170; (3) parenting on children's social development is 0.188; (4) family socio-economics on children's social development by 0.199; (5) language skills on children's social development by 0.183; there is no direct influence: (6) parenting through language skills on children's social development; (7) socio-economic family through language skills on children's social development.

Keywords: Parenting patterns, socioeconomic status, language skills, social development.

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1. INTRODUCTION

Children are an investment in preparing human resources in the future. Every parent wants their children to be able to develop optimally according to the stage of development of their age (Novrinda, Kurniah, & Yulidesni, 2017). The most important stage for a child's growth and development is the toddler period.

During the toddler period, basic growth will influence and determine the next child's development (Sinolungan, 2019). At this stage of development, there are many problems of anti-social behavior that are often faced by children. Moreover, the first 3 years of life are a vulnerable period for children in shaping their behavior. Along with its development, it will be formed through a learning process (Supratiknya, 2015).

One of the factors that cause children to act anti-social is the parenting pattern, because the child's socialization begins or is established for the first time,

namely with the mother or parents. Sustainable (2012) explained that the family has an important role in the personal formation of a child in providing standards of behavior and a source of motivation in children. In line with Damayanti's opinion (2017) explaining that parents must be able to provide the widest opportunity for children to develop all their potential is one of the basic principles and a very good parenting pattern. There are 3 trends in parenting patterns in society, namely: authoritarian, democratic and permissive parenting patterns (Hurlock, 2014).

There are a number of factors that influence the social development of preschool children, children's social development can be influenced by family environmental factors, factors from outside the home and factors from early social experiences. According to Putriana (2015) explained among the factors related to the family environment and the many influences on children's social development, namely: socioeconomic status of the family, family integrity, attitudes and

habits of parents. Apart from that, Shah (2010) explain factors from outside the home, if their relationship with peers and adults outside the home is pleasant, they will enjoy the social relationship and want to repeat it again (Rachmawati & Nugraha, 2008).

In addition, factors that affect the social development of children, one of which is the socioeconomic status of the family. According to Aningsih and Seojoti (2018) Socio-economic status is a level that is owned by someone based on the ability to meet the needs of everyday life from the income or income earned so that it has a role in a person's social status in the structure of society. In addition, certain income or occupations can also determine the level of a person's status in society (Wahdini, Suhaimi, & Amberansyah, 2021).

Ningsih and Soejoto (2017), explains that children who come from rich families will get more direction and good guidance from their parents. In line with the opinion of Sabri and Gudmunson (2012) children who come from poor families, do not get enough guidance and direction from their parents, because parents are more focused on how to meet their daily needs. Thus wealth or money is very important for human life.

In social development, there is a process of interaction between children and the social environment which will later affect and be influenced by each other (Mayar, 2013). For this reason, children need to be taught to use language or speak in kind and polite words in order to facilitate their social life. According to Setyawan (2016) Language skills will also continue to develop in line with the intensity of children with their peers. By showing a growing interest in aspects of written language, he enjoys recognizing words that interest him and trying to write words that are frequently encountered.

Based on the description above, the authors are interested in conducting research with the title "The Influence of Parenting Patterns, Family Socio-Economic Status and Language Ability on Children's Social Development in Kindergarten Melon Cluster North Banjarmasin"

Based on the background, this study aims to (1) describe parenting patterns, family socioeconomic

status, language skills and children's social development; (2) analyze the effect of parenting on children's language skills; (3) analyzing the effect of family socioeconomic status on children's language skills; (4) analyzing the effect of parenting on children's social development; (5) analyze the socio-economic influence of the family on the social development of children; (6) analyze the influence of language skills on children's social development; (7) analyze the indirect effect of parenting through language skills on children's social development; (8) analyze the indirect influence of family socioeconomic through language skills on children's social development.

2. METHODOLOGY

This research is a research using explanatory survey method with a quantitative approach through correlation and path analysis. The population of this study were all children in kindergarten in the Kemuning Group, North Banjarmasin District with an age range of 5-6 years totaling 227 people, after using the non-probability sampling technique, 155 samples were used.

Data collection in this study was carried out by distributing questionnaires in the form of a list of questions that were shown directly to a number of selected respondents, the results of the questionnaire were then analyzed using path analysis techniques. This analysis will be used to test how much influence is shown by the correlation coefficient between variables as follows:

1. Parenting patterns (X1) on language skills (X3).
2. Family socioeconomic status (X2) on language skills (X3).
3. Parenting pattern (X1) on children's social development (Y).
4. Family socioeconomic status (X2) on children's social development (Y).
5. Language ability (X3) on children's social development (Y).
6. Parenting patterns (X1) on children's social development (X3) through language skills (Z).
7. Family socioeconomic status (X2) on children's social development (X3) through language skills (Z).

As for The path analysis model carried out can be seen in the following figure:

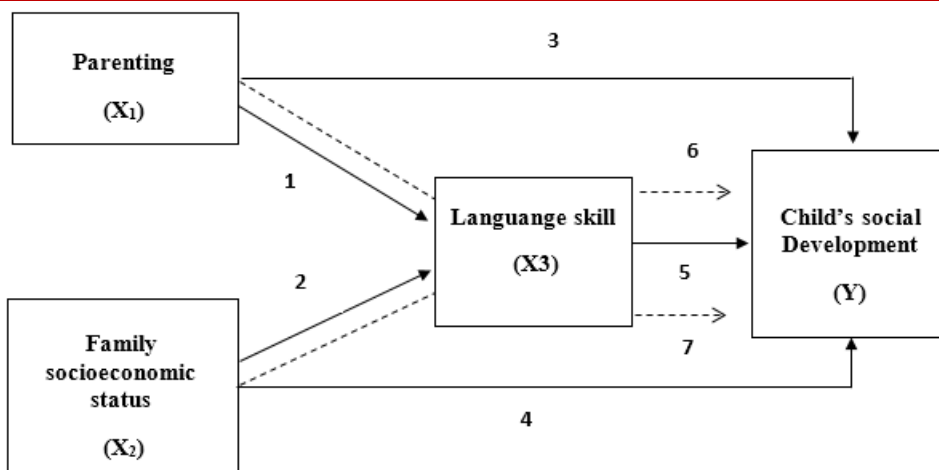


Figure 1: Path Model

Table 1: Summary of Decision on Hypothesis H1, H2, H3, H4, and H5

Hypothesis		β	Decision
H1	Parenting style on language skills	0.223	Accepted
H2	Family socioeconomic status on language skills	170	Accepted
H3	Parenting patterns on children's social development	188	Accepted
H4	Family socioeconomic status on children's social development	199	Accepted
H5	Language skills on children's social development	183	Accepted

Table 2: Summary of Decision for Testing Hypotheses H6 and H7

Hypothesis	Coefficient of Decision Correlation		Decision
	Indirect		
H6	Parenting patterns on children's social development through language skills		0.188 Rejected
H7	Family socioeconomic status on children's social development through language skills.		0.199 Rejected

3. FINDINGS AND DISCUSSION

This study discusses four variables, where for the conditions of each variable studied there is a Kindergarten environment in North Banjarmasin Melon Group Kindergarten.

Based on the results of the research, the parenting style variable in the North Banjarmasin Gugus Melon Kindergarten is more or more dominant in the democratic parenting pattern with a total frequency of 146 and a percentage of 94.2%.

Rahmawati *et al.*, (2020) The results of his research explain that democratic parenting is the best parenting style from other types of parenting. This is because democratic parenting is a parenting style that respects children's freedom, but that freedom is not absolute and with full guidance from parents.

Hurlock (2014) explained that democratic parenting emphasizes the educational aspect in providing guidance to children so that parents more often provide understanding, explanation and reasoning, this is aimed at helping children understand how the behavior is expected.

In Masni's research results (2019) that democratic parenting can make children become people who want to be criticized, respect others, have high self-confidence and are able to be responsible in their social life.

Based on the results of the study for the socio-economic status variable of the family of 155 respondents studied, the socioeconomic status of the family is more or more dominant at the moderate economic level with a frequency of 88 people, the percentage of this frequency covers 56.8%. The socioeconomic status of the family can be reviewed through three main things that are related to each other. These three things include parents' education level, parents' employment status, and family income.

Atika and Rashid (2018) suggests that the level of parental education or habits in the family affect children's attitudes in learning. Family income or family economic situation is also very closely related to children's education. This condition is in accordance with research conducted by Nurwati and Listari (2019) that one of the factors that encourage children not to continue their education to the next level is the economic situation and number of dependents in the family, low parental education levels, lack of

encouragement and parental awareness of the meaning of education.

In line with this research, there are studies that show families with relatively lower incomes have a lower ability to fulfill children's rights (Hastuti, Sebho, & Lamawuran, 2010). Other research also confirms that the socioeconomic status of parents can support the development of children. In this case, the condition of the parents can affect the child's needs (Atika & Rasyid, 2018).

Based on the results of the research on the child's language ability variable. Data obtained from the variable results of children's language skills in the Melon Gugus Kindergarten, North Banjarmasin, it was found that there were more or more dominant groups in the category of children starting to develop with a total frequency of 100 people, which if presented was 64.5%.

Indriyani *et al.*, (2019) Explaining language is a very important communication tool in human life, because it serves as a tool to express thoughts and feelings to others. Various research results show that early childhood is a very important sensitive period for children's education, this period requires appropriate stimulation and stimulation so that children's abilities develop optimally, including language skills. According to Madyawati (2016) Explaining that children's language development can reach optimal levels according to their developmental stages, if given the right and appropriate stimulation.

Based on the results of the research on the variables of the social behavior of children in the North Banjarmasin Gugus Melon Kindergarten. Findings from the distribution of observation sheets given to teachers to observe children in the North Banjarmasin Gugus Melon Kindergarten found that the order of independence that was more or more dominant was in the category of children starting to develop with a total frequency of 88 people, which if presented was 56.8%.

The development of children's social behavior is characterized by an interest in activities with peers and an increased strong desire to be accepted as a member of a group. Mayar (2013) explained in the results of his research that social development in children can be seen if children are no longer satisfied playing alone at home or with siblings to do activities together, and will feel lonely if they do not play with their peers. In interacting with peers, children will tend to choose children who are almost the same age, and in interacting with peers, children will be required to accept friends of their age.

The effect of parenting on children's language skills

This study found that there was a significant effect of parenting of 0.223 on language skills in the North Banjarmasin Gugus Melon Kindergarten, this

indicates that the results of the first study the null hypothesis (H0) was rejected so that the alternative hypothesis (Ha) was accepted.

According to Edwards (Restiani & Saparahayuningsih, 2017) explains that parenting is the interaction of children and parents to educate, guide, discipline and protect children to reach maturity in accordance with the norms that exist in society. In addition, Hidayah *et al.*, (2013) explained that in raising children, parents must be active in providing love, guidance and attention to their children's education.

One of the external factors (environmental factors) that affects language delay is parenting. Children who receive poor language examples from their families, who do not have sufficient communication partners and who also lack opportunities to interact will have low language skills (Jumaris, 2016).

Effect of family socioeconomic status on language skills

The findings of this study state that there is a significant effect of family socioeconomic status on language skills in the North Banjarmasin Gugus Melon Kindergarten, amounting to 0.170. Parents who have low knowledge are very influential on children's development, especially in children's education (Rachmawati, 2018). For example, families with low educational backgrounds will tend to focus more on meeting primary needs.

Meanwhile, families with higher education backgrounds will focus more on the development of their children. Parents from middle socioeconomic status groups are better able to provide examples in their efforts to develop a good social life (Damayanti, 2017). On the other hand, parents with low socioeconomic status find it difficult to adapt.

The effect of parenting on children's social development

The findings of this study indicate that there is a significant effect of parenting on the social development of children in the North Banjarmasin Gugus Melon Kindergarten, amounting to 0.188. The parenting pattern applied by the parents shows different parenting, namely by using an authoritarian, permissive and democratic approach. Baldwin (Pratiwi, 2013) explains that democratic parenting is characterized by open communication, while authoritarian parenting emphasizes restrictions on children.

Proper parenting can help children adapt to their environment more easily. Having good social skills can help children establish relationships with peers. Children can make friends with their peers must have the ability and through the friendship process, children will acquire skills (Kazdin, 2019). Good social

skills will help children make it easier for children to make friendships with peers through interacting and responding to conversations, through the learning process with the experience gained, it will be easier for children to develop various skills.

The influence of family socioeconomic status on children's social development

The findings of this study indicate that there is a significant effect of family socioeconomic status on the social development of children in the Melon Group Kindergarten, North Banjarmasin, amounting to 0.199.

The socio-economic ability of parents is a background for achieving the position of parents in society that can affect the development of children. The state of socio-economic status has a crucial role in the process of child development (Kartono, 2017).

The influence of language skills on children's social development

The findings of this study state that there is a significant effect of language ability on children's social development in the North Banjarmasin Gugus Melon Kindergarten of 0.183 Hasan (2011) explained that language learning is directed at improving children's ability to communicate in good and correct language, both orally and in writing, as well as fostering an appreciation of the work of human literature. Learning a language is essentially learning communication. Therefore, language learning is directed at improving the learner's ability to communicate, both verbally and in writing (Sari & Yulianti, 2018). Thus a supportive environment is very influential on children's language development to socialize.

According to Yusuf (2010) Language is a means of communicating with other people. In this sense, it includes all ways to communicate, where thoughts and feelings are expressed in the form of spoken, written, gesture, or motion by using words, symbols, symbols, pictures, or paintings.

In line with the research of Isham *et al.*, (2018), where the results of this study are that preschool age children, especially aged 5 years, are able to use good spoken language so that communication goes well and the development of social relations becomes good.

The effect of parenting on children's social development through language skills

The findings of this study state that there is no significant and no indirect effect of parenting on children's social development through language skills in the North Banjarmasin Gugus Melon Kindergarten. The results of this study indirectly indicate that parenting through language skills has no significant effect on children's social development because from the results of the calculation of values that direct influence is greater than indirect influence so that parenting through

language skills on children's social development does not have a significant effect.

In line with Asri's research (2018) based on the results of data analysis, it can be concluded that the two dependent variables and the independent variable have no significant relationship. In other words, there is no relationship between authoritarian, democratic, and permissive parenting with the development of moral, social emotional, language, cognitive, and physical motor values if tested through the child's Language Ability variable. However, if we analyze the significant direct relationship between Parenting Patterns and Child Development From the three independent variables, there is one variable that has a very high correlation, namely democratic parenting. Thus, it can be interpreted that democratic parenting has an effect on the moral development of religion, social emotional, and physical motoric of children.

Based on the description above, it can be concluded that there is no indirect effect of parenting through language skills on the social development of children in the North Banjarmasin Gugus Melon Kindergarten. This means that an increase in parenting patterns is not followed by an increase in children's social development if through efforts to improve children's language skills in the North Banjarmasin Gugus Melon Kindergarten.

The influence of family socioeconomic status on children's social development through language skills.

The findings of this study state that there is no significant and no indirect effect of family socioeconomic status through language skills on the social development of children in PAUD Gugus Melon, North Banjarmasin. The results of this study indirectly indicate that the work of parents through parenting has no significant effect on children's social development because the results of the calculation of values show that the direct effect is greater than the indirect effect so that the work of parents through parenting has no effect on children's language skills. significantly. In line with Maccoby's research (2016) where the results of his research state that most children have a low level of social development with an average index in the family of low Family Socio-Economic Status, The more mature the age of the wife and husband at marriage, the more mature their readiness to become parents and the better the psychosocial stimulation provided.

Based on the description above, it can be concluded that there is no indirect effect of family socioeconomic status through language skills on children's social development in PAUD Gugus Melon, North Banjarmasin, so it can be concluded that an increase in family socioeconomic status is not followed by an increase in children's social development if

through efforts to improve children's language skills in North Banjarmasin Melon Cluster PAUD

4. CONCLUSION AND RECOMMENDATION

From the results of this study it can be concluded that: (1) There is an effect of parenting on children's language skills; (2) There is an influence of family socioeconomic status on children's language skills; (3) There is an effect of parenting on children's social development; (4) There is a socio-economic influence of the family on the social development of the child; (5) There is an influence of language ability on children's social development; (6) There is no direct influence of parenting through language skills on children's social development; (7) There is no direct socio-economic influence of the family through language skills on children's social development.

Based on the results of the research above, there are several suggestions that can be submitted to the parties, namely: (1) For the North Banjarmasin City Education Office, the results of this study can be used as an alternative input in policy making related to parenting patterns, language skills and children's social development. Kindergarten by conducting training for teachers to improve children's abilities; (2) For school principals at the Gugus Melon Kindergarten, North Banjarmasin, the results of this study can be used as an alternative input in fostering teachers and holding routine parenting activities in schools so that parents understand their role or duties as parents who are obliged to educate and guide their children. become an independent person; (3) For the Kindergarten teachers of the North Banjarmasin Melon Cluster, the results of this study can be used as an alternative input to improve social development in children by knowing the factors that increase social development itself, focused on simple activities that involve collaboration with friends; (4) For other researchers, the results of this study can be used as an alternative input and reference in further research in developing independent variables of parenting, family socioeconomic status, language skills in order to improve the social development of kindergarten children and carried out in research settings different. focused on simple activities that involve collaborating with friends; (4) For other researchers, the results of this study can be used as an alternative input and reference in further research in developing independent variables of parenting, family socioeconomic status, language skills in order to improve the social development of kindergarten children and carried out in research settings different. focused on simple activities that involve collaborating with friends; (4) For other researchers, the results of this study can be used as an alternative input and reference in further research in developing independent variables of parenting, family socioeconomic status, language skills in order to improve the social development of kindergarten children and carried out in research settings different.

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