# Parenting Patterns and Self-Confidence in Children Aged 5-6 Years

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## Abstract

This study aims to examine parenting patterns and their influence on the self-confidence of early childhood children aged 5-6 years in Tlogogede Hamlet. The research adopts a qualitative descriptive approach using a case study method. The study was conducted in Tlogogede Hamlet, Ngasin Village, Balongpanggang Subdistrict, Gresik Regency. The subject of the research is a single female child aged 5-6 years who exhibits low self-confidence. Data collection techniques employed include observation and interviews. The findings reveal that the parenting style practiced by parents in Tlogogede Hamlet is authoritarian. This authoritarian parenting style, imposed from an early age, has shaped the child into a reserved and shy individual when encountering new people or peers. The child often remains silent when questioned by others or teachers at school. At home, the parents prohibit the child from going outside and frequently scold her, thereby restricting her freedom of choice. These conditions significantly impact the child's character, causing her to develop a timid personality.

**Keywords** : Early Childhood, Self-Confidence, Parenting Style

## INTRODUCTION

Early childhood education is education conducted prior to elementary education, targeting children aged 0-6 years, often referred to as the golden age of development (Latif, 2016). During this period, children experience rapid growth and development, necessitating appropriate stimulation to ensure optimal growth and development. This stage is also known as the golden age, where children become highly receptive to both intentional and unintentional educational stimuli from their environment.

In line with Nurmalitasari's (2015) explanation, during the golden age, most brain cells' networks function as controllers of every human activity and quality. The first two years of a child's life are crucial for their growth and development. According to Article 9, Number 1 of Law Number 23 of 2002: > "Every child has the

right to receive education and teaching in the context of developing their personality and level of intelligence according to their interests and talents."
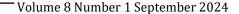
Efforts and guidance aimed at children from birth to age 6 through educational stimulation are essential to assist physical and mental growth and development, ensuring children are ready to enter further education.

Recognizing the importance of early childhood development, it is crucial to provide appropriate stimulation from an early age. Stimulation needs can be met through various games that engage all the child's senses (sight, hearing, touch, taste, smell), stimulate gross and fine motor skills, communication, social-emotional development, independence, thinking, and creativity. Providing early stimulation significantly optimizes all aspects of early childhood development (Asri, 2018).

According to Catron and Allen (as cited in Hayati and Wirda, 2019), there are six aspects of early childhood development: moral-religious, cognitive or intellectual, physical-motor, language, social-emotional, and artistic. All these aspects must be developed simultaneously, as each aspect is interdependent. If one aspect does not develop optimally, it will have negative repercussions in adulthood. One important aspect to develop in children is social-emotional skills, as mastering social skills enables children to interact well with their surroundings. According to Upoyo (as cited in Wirda, 2018), one of the most critical social-emotional aspects for children to develop is self-confidence.

Self-confidence is the belief in one's ability to exhibit certain behaviors or achieve specific targets. Lauster (as cited in Rahman, 2015) states that self-confidence is not an innate trait but is acquired through life experiences and can be taught and instilled through education. Certain efforts can be made to develop and enhance self-confidence. Children with low self-confidence tend to be pessimistic in facing challenges, fearful, hesitant in expressing opinions, indecisive in making choices, and often compare themselves to others. Furthermore, children with low self-confidence are often shy. This lack of confidence may be due to parents who overly pamper their children, forcing them to conform to their desires, and providing parenting styles that do not align with the child's developmental level. Self-confidence develops through the learning process in interactions with the surrounding environment, requiring appropriate stimulation from an early age. Several factors can influence the growth of children's self-confidence.

Factors affecting children's self-confidence include parental influence, time freedom provided by parents, and parents' role in educating children. Appropriate parenting will make children feel valued and confident. Working parents must also pay attention to their child's development by monitoring, guiding, supervising, and correcting them when they are on the wrong track. Families that overly indulge children may result in children having low self-confidence when engaging in school activities. Children's dependency on parents or teachers limits their freedom to

express themselves, leading to low self-confidence (Rahman as cited in Nadia Ulya, 2021).

Parenting refers to the attitudes and behaviors of parents towards children during nurturing activities. In these activities, parents provide attention, set rules, discipline, reward and punishment, and respond to children's needs. According to Suparyanto (as cited in Damayanti, 2017), parenting is the interaction between parents and children during nurturing activities. It involves educating, guiding, disciplining, and protecting children to achieve maturity according to prevailing norms in the local environment and society.

Parenting is influenced by the culture in the surrounding environment, as reflected in the different parenting styles adopted by parents. It is also shaped by parents' childhood experiences and educational levels. Parents' efforts are crucial as they shape the character, attitudes, and behaviors of children, directly or indirectly. According to Candra and Sofia (2017), each parent's upbringing style varies, influencing their child-rearing practices. Hurlock (2000) categorizes parenting styles into three: authoritarian, democratic, and permissive.

The issue of children's low self-confidence has negative implications for their growth and development. Children may feel inferior compared to their peers, leading to reluctance in expressing opinions, fear of public speaking, hesitance in asking questions, and difficulty in communicating with their environment. Ideally, children aged 5-6 years should be able to perform tasks independently, confidently express opinions, ask and answer questions, and overcome shyness in class. Barriers to self-confidence can affect children's social and personal adjustment, impacting their academic performance.

Based on initial observations on May 29, 2024, in Dusun Tlogogede, Desa Ngasin, Kecamatan Balongpanggang, Kabupaten Gresik, the researcher identified children who were considered lacking in self-confidence both at school and home. These children exhibited behaviors such as shyness when questioned by others outside their family, reluctance to sing with friends, unwillingness to answer teachers' questions, and hesitance in expressing opinions in front of the class or when asked by others. Interviews with parents revealed that, despite overall development being on track, the child was consistently shy and unwilling to express opinions in school or in public. This background led the researcher to investigate parental parenting styles and their impact on children's self-confidence. Considering the aforementioned issues and the importance of self-confidence for early childhood, the topic of this article is "Case Study on Parental Parenting Styles and Self-Confidence of Children Aged 5-6 Years."

**METHOD**

This study employs a qualitative approach, aiming to comprehensively and deeply describe the reality in the field, specifically the parental parenting styles and their influence on the self-confidence of early childhood children (Dewi, D. M., & Suharso, 2013). The research design used is a case study, a type of qualitative research that utilizes various methods and data sources to provide a detailed and in-depth explanation of a unit of analysis (Apriliyanti et al., 2021). This research was conducted in Dusun Tlogogede, Desa Ngasin, Kecamatan Balongpanggang, Kabupaten Gresik. The subject of this study is a female child aged 5-6 years who has low self-confidence. The informant was selected based on issues related to parental parenting styles in enhancing children's self-confidence. Data collection techniques in this research include direct observation of the child's activities both at home and school, and conducting interviews with the child's parents and teachers by posing several open-ended questions directly to them. The data sources in this study consist of parents, providing insights into parenting styles and their impact on the child's self-confidence, teachers, offering perspectives on the child's behavior and confidence in a school setting, and existing literature on parenting styles and children's self-confidence.

**RESULTS AND DISCUSSION**

**Children's Self-Confidence**

The study aimed to explore the influence of parental parenting styles on the self-confidence of a female child aged 5-6 years. Self-confidence in children is defined as their belief in their ability to exhibit specific behaviors or achieve certain targets. The study found that praise plays a significant role in building self-confidence. Praise from parents, family, and the environment serves as a motivation for children, encouraging them to showcase themselves and reducing their fear of failure (Jazilatur Rohma, 2018).

**Parental Perspectives**

Interviews with parents revealed that they believe providing motivation, support, and freedom is crucial for their child's self-confidence. However, it was also noted that parents often express concerns about their child's safety when playing outside, leading to frequent prohibitions and scolding. This restrictive behavior and frequent reprimanding can contribute to the development of aggressive, shy, or timid personalities in children.

**Teacher Insights**

Teachers emphasized the critical role of parents in developing children's self-confidence. They noted that parental support and appropriate stimuli at home are essential for reinforcing the efforts made by teachers in school. However, they also observed that the child in this study displayed different behaviors at home and school. While the child was free and engaged in activities at home, she was often quiet and withdrawn at school, refusing to participate in activities like singing or storytelling when prompted by teachers.

**Observations of Parenting Styles**

The observations indicated that the predominant parenting style applied by the parents was authoritarian. This was evident from the parents' strict control over the child's activities, such as prohibiting outdoor play, frequent scolding, and physical punishment for requests like wanting a mobile phone or toy. Additionally, the parents often forced the child to excel in competitions, further exacerbating the child's introverted and shy behavior when interacting with new people or peers.

**Impact of Sibling Dynamics**

Observations also revealed differences in the upbringing of the child and her younger sibling. The parents were more lenient and supportive towards the younger sibling, providing more freedom and less coercion. This led the older child to feel that actions taken with the sibling were acceptable and would not result in parental reprimand. This discrepancy in parenting styles contributed to the older child's lack of self-confidence and dependency on her sibling for reassurance.

**Influencing Factors**

The study identified several factors influencing parenting styles and their impact on children's self-confidence:

1. Parental Experience and Education: Parental education level significantly affected child-rearing practices. Educated parents were found to be more attentive to their children's education compared to uneducated parents (Adawiah, 2017). Interviews revealed that the father had lower secondary education, while the mother had higher secondary education, indicating that parental education level greatly influenced their parenting style.

2. Economic Status: Economic conditions also played a crucial role in shaping parenting styles. Parents with lower-middle socioeconomic status were observed to exhibit stricter or more permissive parenting styles (Muslimah, 2021). Observations showed that the parents received government aid, reflecting their lower-middle socioeconomic status. This economic status influenced their parenting practices, including restricting playtime and emphasizing strict discipline.

3. Cultural and Social Factors: Cultural heritage and societal norms were found to influence parenting styles. Many parents adopted their parenting methods based on their own childhood experiences or those of their ancestors. This cultural inheritance led to the continuation of strict and controlling parenting practices.

The study found that children's self-confidence is significantly influenced by parental parenting styles. Authoritarian parenting, characterized by strict control and physical punishment, was found to hinder the development of self-confidence, leading to introverted and shy behaviors. In contrast, supportive and lenient parenting, which provides freedom and encouragement, was found to foster self-confidence and independence. Additionally, factors such as parental education, economic status, and cultural heritage played crucial roles in shaping parenting styles and their impact on children's self-confidence.

**Discussion**

The findings of this study underscore the profound impact of parental parenting styles on the self-confidence of early childhood children. This aligns with theoretical frameworks that posit parenting styles as critical determinants of children's developmental outcomes. The observed authoritarian parenting style, characterized by strict control and physical punishment, was detrimental to the child's self-confidence. This corroborates previous research by Ng and Yuen (2015), which emphasized that harsh and restrictive parenting practices can severely undermine children's self-esteem and confidence.

In line with Jazilatur Rohma's (2018) findings, the study highlighted the significant role of praise in building self-confidence. Praise from parents, family, and the environment was found to serve as a powerful motivator for children, encouraging them to exhibit their abilities and reducing their fear of failure. This supports the democratic parenting style, which acknowledges children's capabilities and promotes their independence. The effectiveness of this approach in fostering self-confidence contrasts sharply with the negative outcomes associated with authoritarian parenting observed in this study.

The study also revealed discrepancies in parenting styles applied to siblings within the same family. The older child's lack of self-confidence was exacerbated by the authoritarian parenting style, while the younger sibling received more leniency and support. This inconsistency highlights the complexity of family dynamics and their impact on children's development. As noted by Adawiah (2017), educated parents tend to be more attentive to their children's education and development, suggesting that parental education significantly influences parenting styles.

Economic conditions were another crucial factor affecting parenting styles. Parents from lower-middle socioeconomic backgrounds exhibited stricter or more

permissive parenting practices, as supported by Muslimah's (2021) findings. The receipt of government aid by the parents in this study reflects their lower-middle socioeconomic status, which influenced their parenting practices, including restricting playtime and emphasizing strict discipline. This economic constraint aligns with findings that lower socioeconomic status often leads to harsher parenting practices.

Cultural heritage and societal norms also play significant roles in shaping parenting styles. Many parents adopt their parenting methods based on their own childhood experiences or those of their ancestors. This cultural inheritance often perpetuates strict and controlling parenting practices. As highlighted in the introduction, parental attitudes and behaviors during nurturing activities, influenced by cultural and social factors, are critical in shaping children's developmental outcomes (Hidayati, 2017).

The study's contribution to existing research lies in its comprehensive examination of the interplay between parenting styles, economic conditions, and parental education in shaping children's self-confidence. While previous studies have highlighted individual aspects of these factors, this research provides an integrated perspective, demonstrating how these elements collectively influence children's developmental outcomes. The findings underscore the importance of adopting supportive and democratic parenting practices to foster self-confidence in early childhood.

The study affirms that authoritarian parenting, characterized by strict control and physical punishment, negatively impacts children's self-confidence. Supportive and democratic parenting styles, which provide positive reinforcement and encourage independence, are more effective in fostering self-confidence. Additionally, factors such as parental education, economic status, and cultural heritage play crucial roles in shaping parenting styles and their impact on children's self-confidence. This research contributes to the existing body of knowledge by highlighting the multifaceted nature of parenting and its profound impact on children's self-confidence. The insights gained from this study can inform future interventions aimed at promoting positive parenting practices and enhancing children's self-confidence.

**CONCLUSION**

Based on the findings of this research, it can be concluded that the role of parents in fostering self-confidence in early childhood is crucial. Parents provide support to their children, yet often restrict their opportunities to explore outside the home, beyond the school environment. Parental emotional control plays a significant role in enhancing children's self-confidence, as scolding and harsh reprimands can diminish a child's confidence. Allowing children the freedom to

make choices without coercion enables them to recognize their strengths and understand their capabilities.

The results highlight the substantial impact of parental parenting styles on children's self-confidence. Authoritarian parenting, characterized by strict control and physical punishment, hinders the development of self-confidence, leading to introverted and shy behaviors. In contrast, supportive and democratic parenting styles, which provide positive reinforcement and encourage independence, are more effective in fostering self-confidence. The findings also emphasize the importance of parental education and economic status in shaping parenting practices and their impact on children's self-confidence.

This study contributes to the existing body of knowledge by providing an integrated perspective on the interplay between parenting styles, economic conditions, and parental education in shaping children's self-confidence. It underscores the necessity of adopting supportive and democratic parenting practices to foster self-confidence in early childhood.

Based on the above conclusions, it is recommended that parents adopt parenting styles that align with their child's developmental needs, such as emotion coaching. Emotion coaching involves attentive and supportive parenting, where parents acknowledge and support their child's feelings and actions. This approach can significantly enhance children's self-confidence and independence. Additionally, parents should be encouraged to provide children with opportunities to explore and make choices independently, fostering a sense of competence and self-assurance.

The findings of this study open avenues for future exploration into the impact of various parenting styles on children's developmental outcomes. Future research could examine the long-term effects of different parenting practices on children's self-confidence and overall well-being. Additionally, educational programs should be developed to support parents in adopting effective parenting strategies that promote children's self-confidence and holistic development.

Understanding the pivotal role of parenting in shaping children's self-confidence is essential. By adopting supportive and democratic parenting practices, parents can significantly contribute to their child's positive development and long-term success. The insights gained from this research can inform educational policies and interventions aimed at promoting positive parenting and enhancing children's self-confidence from an early age.

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