

**Analysis Of Psychosocial Development In Early Children Reviewed Based On Parents'
Parenting In Purwakarta Sub-District**

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Abstrak:: Parenting styles can influence children's psychosocial developmental disorders. The purpose of this study is to examine children's psychosocial development in relation to parenting style. This study employs a descriptive-qualitative approach, with data gathered via questionnaires and interviews. The study included nine parents who had children aged 5 to 6 years old and had varying parenting styles. The research findings were analyzed using an interpretive research coding data analysis approach. According to the study's findings, democratic parenting promotes psychosocial development in early childhood by achieving eight indicators of psychosocial development. Whereas psychosocial development with permissive parenting patterns results in children feeling guilty, authoritarian development results in children who cannot trust, are less enthusiastic, lack self-identity, and lack self-confidence. As a result, it is possible to conclude that psychosocial development in early childhood is best achieved through democratic parenting.

Keywords: Early Childhood, Psychosocial Development, Parenting.

Abstrak: Gangguan perkembangan psikososial pada anak dapat dipengaruhi oleh pola pengasuhan orang tua. Penelitian ini bertujuan untuk menganalisis perkembangan psikososial anak ditinjau berdasarkan pola asuh. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui angket dan wawancara. Subjek penelitian sebanyak 9 orang tua yang memiliki anak berusia 5 - 6 tahun dengan pola asuh berbeda. Hasil penelitian dianalisis menggunakan pendekatan analisis data berbasis *interpretive research coding*. Berdasarkan hasil penelitian menunjukkan bahwa perkembangan psikososial pada anak usia dini dengan pola pengasuhan demokratis memiliki keberhasilan dalam mencapai 8 indikator perkembangan psikososial. Sedangkan perkembangan psikososial dengan pola pengasuhan permisif menunjukkan anak merasa bersalah dan perkembangan otoriter menunjukkan anak tidak dapat mempercayai, memiliki antusias yang kurang, tidak dapat menunjukkan identitas diri dan tidak dapat menunjukkan rasa percaya diri. Maka dapat disimpulkan bahwa perkembangan psikososial pada anak usia dini dengan pola asuh demokratis memiliki capaian perkembangan yang optimal.

Kata kunci : Anak Usia Dini; Perkembangan Psikososial; Pola Asuh

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INTRODUCTION

Disrupted social development is, of course, the result of children who are less comfortable in their surroundings, unable to communicate effectively, and lacking confidence. Psychosocial development is a term that refers to mental health in social and emotional situations, or it can be defined as a relationship between social development and psychological development, such as when someone feels happy, angry, or afraid to enter a social environment and interact with those around them (Khadijah & Nurul, 2021). When a child's psychosocial development is not optimal, he or she will feel guilty about every behavior, which can inhibit exploration and make them afraid of making mistakes. This has the potential to make children passive. As a result, good stimuli are required to achieve good psychosocial development.

Parenting practices have a significant impact on early childhood psychosocial development. As a result, parents must manage the process of socially relevant behavior and emotional development carefully, because the existence of negative experiences in early childhood might result in unfavorable attitudes about the child's experience. That event will shape children's attitudes about the environment in the future, making them fearful of it. According to Erik H. Erikson (Krismawati, 2018), the trust vs. mistrust phase begins in children aged 5-6 years. At this point, the child is able to trust caregivers or those closest to them as guardians. Children, on the other hand, might suffer mistrust or distrust, such as when they cry but their caregivers are not present to comfort them, or when their needs are not satisfied, resulting in mistrust in the child. After passing through this stage, the child will enter the stage of autonomy vs. shame and doubt. At this period, the child will demonstrate autonomy toward himself and an awakened sense of independence. The child will enter a period of initiative vs. guilt when he or she is three to six years old. At this point, it can be noticed that children have initiative when the environment supports them and will feel guilty when the environment does not support them. Furthermore, psychological growth progresses via the stages of industry vs. inferiority, building identity or identity vs. confusion, building intimacy vs. isolation, generativity vs. stagnation, and ego integrity vs. despair.

Instilling ideals that promote parts of psychosocial development through parenting is beneficial in leading children to be under supervision and capable of meeting their parents' expectations. As a result, children require enough attention, education, and health care. Disorders of psychosocial development acquired in early childhood will, of course, have a significant impact on children as they grow into adults. Children will face developmental challenges because psychosocial difficulties are not recognized or addressed, and social stigma differs from psychosocial stigma. This is also owing to a lack of public understanding of psychosocial issues. The presence of psychosocial developmental disorders in children as a result of a lack of initiative, socialization, and becoming more mute because they are fearful of being wrong when making decisions shows the presence of psychosocial problems in children. If the disturbance continues, it may have an adverse effect on the child's personality development. This effect causes the energy that enables children to be active since failure and difficulties can enhance feelings of shame. Guilt has a negative impact on the development of the child's personality, making the child more silent or mischievous. One of the elements that can influence the occurrence of disturbances in children's psychosocial development is the

family environment (Saputro & Talan, 2017). Parenting styles can also have an impact on children's development.

Parenting is one of the stages in the education and care of children from birth to adulthood. As a result, it is provided by the father and mother, or parents, in a family. Furthermore, parents, who are the core and closest unit of the family, are the first to be recognized by the child; the child's parents will learn to imitate various types of activities, and the parenting style used will also have an influence on the child's personality through their social life. As a result, in this case, the role of parents in child care is critical to the process of child growth and development (Meijon F, 2019).

Parents, as primary educators, must understand the developmental stages of their children. Because parents clearly care about their children's survival. However, some parents' deviant behavior goes unnoticed, even if it generates developmental features of diseases in their offspring. This can happen when parents lack knowledge and awareness of their child's growth. The primary factor that can influence children's development is the parenting style provided by their parents. Parents have an essential role; consequently, parents must take the time to develop their children's interests (Mabuza et al., 2014). Furthermore, because the home environment is the closest setting for children to adapt or copy, it plays an essential part in moulding their behavior and personality. According to (Hani et al., 2022), parenting style is a pattern of parental conduct that will be applied to children. Parenting has a significant impact on children's behavior.

Parents are one of the main variables impacting the quality of development in children. Children need to be disciplined, have a tolerant attitude, be able to work together, respect differences of opinion, and be responsible. Of course, parents are the first examples that children emulate in order to adjust to their circumstances. Parental treatment of children has an impact on the child's social and emotional development (Sari et al., 2020). Behavior and goals between parents and children can be seen based on the emotional relationship between parents and children, parenting styles, and perceptions of the parenting style utilized (Kapetanovic & Skoog, 2020). As a result, parental determination must be tailored to the requirements and goals that parents want to attain in the future. Parents adopt three sorts of parenting styles, according to (Agustina et al., 2020), which include democratic, permissive, and authoritarian. Parents' parenting styles will imprint parental behavior patterns in their children, which will be implemented in their lives. This demonstrates that parenting is a type of interaction between parents and children that allows children to have influence over their social lives (Kusumawardani & Fauziah, 2020).

According to data from the Central Bureau of Statistics, 3.73% of young children received inappropriate care in 2018, and the results of the 2020 the National Socioeconomic Survey conducted by the Central Bureau of Statistics explained that 3.73 percent of early-aged children receive improper parenting patterns, which have an impact on children becoming more sensitive or easily offended, easily discouraged, and tend to lack self-confidence. Furthermore, according to the findings of a study conducted by (Oktariana, 2021), a shy attitude in children might impede their interests and talents, making it difficult to discover them. Children with a shy demeanor find it challenging to fit in, adapt, communicate, and interact with their peers. A timid attitude in children can also be caused by family environmental factors, inheritance, parenting approaches for children, and the environment in which children live (difficult to adapt, communicate, and interact).

(Setyowati et al., 2017) disclose in their research that the effect of preparedness to become a parent and psychosocial parenting methods on children's social development has a

low degree of growth. However, in order to identify optimal psychosocial development, parenting styles that encourage psychosocial development in children are required. This study emphasizes the need to raise children's awareness in order to promote their psychological development.

METHOD

To gain a complete picture of early children's psychosocial development based on parenting practices, the study used a descriptive qualitative method. This study included nine Purwakarta District parents with children aged 5 to 6. Data were gathered through questionnaires and in-person interviews. Data analysis follows data collection and is carried out using a data analysis approach with triangulation based on interpretive research, namely coding.

RESULTS AND DISCUSSION

Based on the findings of nine interviews with parents that have one of three parenting styles: democratic, permissive, or authoritarian. During the study, researchers discovered aspects of psychosocial development in children based on observations adapted from E. Erikson's theory, such as trust vs. mistrust, autonomy vs shame and doubt, initiative vs. guilt, industry vs inferiority, identity vs role confusion, intimacy vs isolation, generativity vs stagnation, and ego integrity vs. despair

Democratic Parenting-Based Psychosocial Development

Based on the findings of interviews with three parents who practiced democratic parenting, it was discovered that the success of psychosocial development in children contained eight indicators adopted from Erik H. Erikson's theory (Krismawati, 2018). Psychosocial development in children P1, P2, and P3 with a democratic parenting pattern demonstrates that children may trust, enjoy freedom, take initiative, establish intimacy, demonstrate self-identity, are responsive, and demonstrate ego integrity.

Table 1. Data on the psychosocial development of children raised by democratic parents

Development Indicators	P1	P2	P3
Trust vs. Mistrust (MT vs MT-)	MT	MT	MT
Autonomy vs Shame and Doubt (KM vs KM-)	KM	KM	KM
Initiative vs Guilt (IB vs IB-)	IB	IB	IB
Industry vs Inferiority (AR vs AR-)	AR	AR	AR
Identity vs Role Confusion (KK vs KK-)	KK	KK	KK
Intimacy vs Isolation (IK vs IK-)	IK	IK	IK
Generativity vs Stagnation (RH vs RH-)	RH	RH	RH
Ego Integrity vs Despair (IGK vs IGK-)	IGK-	IGK	IGK

Based on the findings of parent-child interviews reported in Table 1, it demonstrates the achievement of psychosocial development by demonstrating an attitude of reciprocal openness between children and parents. This is reinforced by parents who pay attention to and advise their children when they communicate their feelings and difficulties.

"So every time he sleeps at night, before going to bed, he likes to be questioned, "How was today? Are you happy or not?" Is there anything else you want to tell me?" He told me a story, and then I gave him the problem to solve. Yes, there are numerous stories before retiring to Bed"(P.W.P1.PAD.MT)

"Well, they were invited to chat like that, then what problems were asked? The important thing was that they said, "This is mam", eem, for example "I can't do this" and that's it." (P.W.P3.PAD.MT)

Children can rely on their parents to openly share their feelings and difficulties. Mutual openness is one of the initial components for creating trust, or mutual trust, between children and parents when confronted with something. Mutually open connections are established as a result of the stimulus provided by parents and children in expressing and accepting the complained-about expressions. According to (Handayani, 2016), reciprocal relationships that develop tend to demonstrate an open approach to each other in expressing themselves and developing an atmosphere to get more intimate from time to time. According to (Agustina et al., 2020) and (Hurlock, 1991), democratic parenting is defined by open interactions. The development of harmonious rules that allow children to express their feelings, thoughts, and desires freely.

Psychosocial development in children P1, P2, and P3 with democratic parenting practices demonstrates that they value independence, as evidenced by parent statements P1, P2, and P3. In addition to providing direction and supervision when children are active, parents also provide direction and supervision when children are active. Children's freedom can also be demonstrated in things they enjoy, such as favorite foods or situations when they have a preferred option for something. In this instance, parents can give their children choices and autonomy. For example, offering children the option of choosing toys, food, or clothing (Dudu et al., 2016) discovered that parents who release their children can teach their children to be free to do things that are beneficial to them.

"Yes, there are dangerous toys, for example." "No, it's dangerous," we say. "It's not allowed, it's dangerous, you can't play it, okay?" (P.W.P1.PAD.KM)

According to (Saputro & Talan, 2017), when parents allow their children to socialize or connect with peers their own age, the children are more likely to be autonomous, acknowledge the existence of the outside world, and have optimal social development. Dissatisfaction paragraph Democratic parenting can also indicate children who have initiative, enthusiasm, curiosity, talent, are receptive, and have good ego integrity. According to (Fransisca et al., 2020), self-confidence has a tendency for children to be able to evaluate positively their abilities or be optimistic, show courage to overcome problems, be able to interact well, have determination when doing tasks, show deep confidence in their abilities, and be conscious of

their own shortcomings that arise from conscience by thinking positively about what they have done.

The overall psychosocial growth of democratic parenting demonstrates that it meets all eight stages of psychosocial development. Although one in every three children, or P1, struggles with self-confidence. The success of children in psychosocial development is, of course, due to the support and aid of parents, as mentioned by the two research subjects below in P1 on the IGK indicator.

"Do you dare?" "Come on, let's go", "Come on, let's go there." I basically told him, but I also provided him an example." (P.W.P1.PAD.IGK)

The role of parents, who are never separated from efforts and support for children, continues to be carried out as support so that children are more confident. P2 and P3 also provide support, stimulus, and aid in the development of children's psychological skills. In this case, parental parenting style is a type of overall interaction between parents and children in which parents provide encouragement for children by changing and instilling behavior, knowledge, and values that are considered most appropriate for parents so that children can be independent, grow and develop in a healthy and optimal manner, have self-confidence, have curiosity, and be oriented toward success (Sari et al., 2020). According to (Fabiani & Krisnani, 2020), parents have a significant influence on their children's self-esteem. Parents can help children develop self-confidence by showing respect, modeling independence, providing opportunity, and inviting them to solve difficulties.

Psychosocial development in early infancy with democratic parenting can demonstrate success in meeting the eight phases of psychosocial development with the support and stimulus supplied by parents. Parents have the most influence on their children's growth. This is because parents are the child's closest environment for forming behavior and developmental features. Children will develop in accordance with the patterns of parenting that are provided. According to (Sari et al., 2020), the family is one of the variables that substantially determines the quality of child development. The family is the first role model that children perceive and imitate. The treatment given to children will also have an impact on their growth.

Permissive Parenting-Based Psychosocial Development

Based on the findings of interviews with three parents with permissive parenting styles, it was discovered that the successes of psychosocial development in children contained eight markers based on observations. Psychosocial development in early infancy with a permissive parenting pattern demonstrates that children can develop optimally on 7 out of 8 markers and that children are guilty, therefore they cannot make decisions based on initiative in problems relating to self.

Table 2. Data on the psychological development of children raised with permissive parenting

Development Indicators	P7	P8	P9
Trust vs. Mistrust (MT vs MT-)	MT	MT	MT
Autonomy vs Shame and Doubt (KM vs KM-)	KM	KM	KM

Initiative vs Guilt (IB vs IB-)	IB-	IB-	IB
Industry vs Inferiority (AR vs AR-)	AR	AR	AR
Identity vs Role Confusion (KK vs KK-)	KK	KK	KK
Intimacy vs Isolation (IK vs IK-)	IK	IK	IK
Generativity vs Stagnation (RH vs RH-)	RH	RH	RH
Ego Integrity vs Despair (IGK vs IGK-)	IGK	IGK	IGK

The data in Table 2 show that the psychosocial development of children with permissive parenting as a whole can fulfill 7 out of 8 indicators of the stage of psychosocial development, indicating that children can trust, enjoy freedom, be enthusiastic, build familiarity with the environment, demonstrate self-identity, be responsive, and have ego integrity. Whereas two out of every three children feel guilty about not being able to make decisions on their own in everyday life. Children that lack initiative will be terrified of doing something incorrect, which will have a negative impact in the future. Guilt in children can reduce activity and intensify guilt. This is consistent with (Saputro & Talan, 2017), who explain that psychosocial development with guilt will lead to children's ability to explore themselves since children will be fearful of making mistakes and will become passive.

The psychosocial development of children with permissive parenting styles also demonstrates that when parents are involved, they give their children complete independence and trust. This demonstrates that parents believe that giving children freedom is very important for their development (Joni, 2015), stating that permissive parenting does not limit children and believes that free expression based on desires and expectations is very important for children's psychological development. This is demonstrated in P9 below.

"When the child is active, please, I believe he already knows what is good and what is not."
(P.W.P9.PAP.KM)

Parents who let their children to choose their own activities because they believe they already know what is good and bad for them. According to Baumrin's, (Adawiah, 2017), permissive parenting is one of the parenting methods adopted by parents by allowing children to manage themselves. Furthermore, children are not tightly regulated by their parents and are not expected to be overly responsible. The kid's failure to gain the ability to make decisions with initiative in things pertaining to him in everyday life is not exempt from the efforts of parents P7, P8, and P9 to build and foster an understanding of the consequences of the acts or decisions that the child selects. As stated by the two research subjects below, parental stimulation is also carried out by assisting in the development of children's initiatives.

"As a parent, there is no boredom, because he is always giving examples of the risks of what he has done." **(P.W.P7.PAP.IB)**

"Give examples, or my perspectives and experiences as a parent" **(P.W.P9.PAP.IB)**

Developing initiative in children at a young age has a significant impact on their future development. According to (Ayub, 2022), one of the tactics for shaping children's character is to provide examples and counsel. According to (Yulianto et al., 2017), the relationship that is formed between parents and children has a significant impact since the relationship between parents and children is tighter and more open, allowing children to express their wants and parents to direct them.

Children with permissive parenting approaches express remorse in their psychosocial development. Parents can still help their children by motivating them and establishing examples of what is good and bad. Parents, as the child's closest environment, of course, make him a person who children will mimic, whether the attitude, behavior, or habits that parents continuously practice. According to (Khasanah & Fauziah, 2020), stimulation in interaction and behavior requires adult direction to serve as an example for children. Furthermore, (Fabiani & Krisnani, 2020) contends that parenting style is a description of the conduct and attitudes of parents toward their children when interacting when applying parenting styles.

Psychosocial Development Through Authoritarian Parenting

Based on the outcomes of interviews with three parents with authoritarian parenting styles, it is possible to conclude that parenting styles, the environment, and the stimulation offered can all influence children's psychological development. According to the findings in the table below, children with authoritarian parenting do not have self-confidence.

Table 3. Data on Children's Psychosocial Development Based on Authoritarian Parenting

Development Indicators	P4	P5	P6
Trust vs. Mistrust (MT vs MT-)	MT	MT-	MT
Autonomy vs Shame and Doubt (KM vs KM-)	KM	KM	KM
Initiative vs Guilt (IB vs IB-)	IB	IB	IB
Industry vs Inferiority (AR vs AR-)	AR	AR-	AR
Identity vs Role Confusion (KK vs KK-)	KK	KK	KK
Intimacy vs Isolation (IK vs IK-)	IK	IK-	IK
Generativity vs Stagnation (RH vs RH-)	RH	RH	RH
Ego Integrity vs Despair (IGK vs IGK-)	IGK-	IGK-	IGK

Based on the facts above, it can be stated that P4, P5, and P6 can fulfill four stages of psychosocial development in three children with authoritarian parenting patterns. While P5 has not completed the trust vs. mistrust, industry vs. inferiority, and identity vs. confusion stages. The results of the parent interview statement P5 below demonstrate this.

"As for my child, he could be the type of child who is a little closed" (P.W.P5.PAO.MT)

This statement demonstrates that the child suffers mistrust or distrust, such as when the child screams but the caregivers are not present to comfort them or when the child's needs are not addressed, leading to mistrust in the child. Mistrust is one of the issues that children experience, and it can transform them into people who view the world with anxiety, fear, and distrust. Children who experience mistrust have a tendency to form negative mental representations, making it difficult for them to develop a sense of security in caregivers or their families (Puspitasari & Syafiq, 2022). However, as noted by parent P5 below, parents continue to make attempts to stimulate and encourage children to develop communication skills.

"However, we must continue to ask, "What's wrong?" For example, why is he depressed, sad, or crying?" (P.W.P5.PAO.MT)

Reciprocal interactions between parents and children are typically evaluated from the perspective of the children's and parents' quality. Parents play a significant role in imprinting the foundation of personality, which also defines the pattern and description of preschoolers' personalities as adults (Alini & Indrawati, 2020). The family is the most significant support system in attempts to promote child development, and it always has a good influence by stimulating it in order for children to grow and develop optimally (Green, 2019). The statement of parents P5 below demonstrates that psychosocial development in children with authoritarian parenting also displays low interest and role confusion.

"Kids get bored quickly when playing games." (P.W.P5.PAO.AR)

"If the child has not shown it yet, he does not have a hobby because he is still small." (P.W.P5.PAP.IK)

Parents that help their children discover and develop their abilities and interests by supporting their children's hobbies by providing facilities and independence in selecting interests and talents. In this case, parents can develop children's self-confidence by stimulating their hobbies and skills, demonstrating mutual respect, being good listeners, teaching children's independence, sorting out gratitude given to them, and inviting them to solve difficulties (M Rahman, 2014). As a result, parenting style plays the most important role in the development of children since the parenting style provided by parents to children is one of educating and caring for them with understanding (Vega et al., 2019).

Early childhood psychosocial development under authoritarian parenting also demonstrates that P4 and P5 lack confidence in making effective judgments. Confidence in children is essential from an early age since it influences the child's future behavioral patterns. The need to have self-confidence at all times surely requires positive reinforcement in order for it to be produced efficiently. Developing self-confidence in children enhances the child's future (Vega et al., 2019). However, according to the findings of the interview, parents also help children establish self-confidence through parental statements P4 and P5 below.

"Don't be shy; it will all be fine eventually. They are great friends; come on in; it's okay; they are nice friends, right? "As an example," says (P.W.P4.PAO.IGK)

"don't be like that; if someone greets you and you have friends who greet you, you have to smile and be friendly, and you can't just be silent." (P.W.P5.PAO.IGK)

The process of psychosocial development in children is responsible for the activity of parents in promoting children's psychosocial development. The support of parents can give children the confidence they need to accept their surroundings or the outside world. Children can develop appropriately if they have complete stimulus and support from their family and their surroundings, according to (Aghniarrahmah et al., 2021).

Children raised by authoritarian parents score lower than children raised by democratic or permissive parents. According to (Rahimah & Sukiman, 2020), parents have a significant impact on their children's psychosocial development. According to (Makagingge et al., 2019), the family is the first and most important institution for children to socialize. Children develop character, behavior, education, and values through their familial environment, allowing them to adapt in the future. Children will observe and mimic their parents' actions and attitudes. Based on the conduct of children who are less confident, unable to communicate feelings, have ambiguous roles, and are quickly bored, psychosocial development in children with authoritarian parenting approaches is demonstrated. Individuals with social skills, self-confidence, and independence are anticipated. Children's independence will develop if parents put forth effort through numerous activities that promote children's independence. It will foster features of independence in children if sound parenting practices are followed. Parents must teach their children independence so that they do not rely on others (Wahyuni & Al Rasyid, 2022).

CONCLUSION

Based on the findings of the data analysis, it is possible to conclude that psychosocial development in early infancy requires parental stimulation and attention through suitable parenting patterns and in accordance with children's psychosocial development achievements. Psychosocial development can be successful in achieving eight indicators of the phases of psychosocial development in early infancy when democratic parenting practices are used. Meanwhile, the psychosocial development of children with permissive parenting reveals that two out of every three children feel guilty, whereas the psychosocial development of children with authoritarian parenting reveals that two out of every three children lack self-confidence in ego integrity or decisions affecting themselves in everyday life.

SUGGESTION

Hoped that future researchers can further explore the psychosocial development of children with other parenting variables and examine more deeply during data collection or use other techniques to be more comprehensive when researching.

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