



Parenting Patterns on Early Childhood Creativity

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ABSTRAK

Kreativitas adalah salah satu keterampilan abad ke-21 yang harus dimiliki anak kecil; Kreativitas dapat ditunjukkan melalui kemampuan anak dalam mengungkapkan pikiran dan gagasan yang ada di benaknya serta berdampak positif pada masa depannya. Tingkat kreativitas pada anak dapat dipengaruhi oleh beberapa faktor, salah satunya adalah pola asuh orang tua. Penelitian ini bertujuan untuk menganalisis pengaruh pola asuh orang tua terhadap kreativitas anak usia dini. Penelitian ini tergolong jenis penelitian kuantitatif, dengan jumlah populasi 56 orang. Penelitian dilakukan dengan menggunakan teknik probabilistik dengan proporsional stratified random sampling. Besar sampel akhir dalam penelitian ini adalah 36 anak. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan metode observasi, dokumentasi, dan penyebaran angket, dengan instrumen penelitian berupa angket tertutup dengan skala likert. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan teknik analisis uji-t. Hasil analisis data menunjukkan bahwa pola asuh otoriter merugikan kreativitas anak. Dengan kata lain, semakin tinggi pola asuh orang tua maka semakin kurang kreatif anak tersebut. Sebaliknya, pola asuh demokratis memberikan pengaruh yang positif. Artinya semakin tinggi pola asuh orang tua maka anak akan semakin kreatif. Jadi, ada pengaruh pola asuh orang tua terhadap kreativitas anak.

ABSTRACT

Creativity is one of the 21st-century skills that young children must possess; creativity can be demonstrated through the child's ability to express the thoughts and ideas in their minds and positively impact their future. The level of creativity in children can be influenced by several factors, one of which is parents' parenting style. This research aims to analyze the influence of parenting styles on early childhood creativity. This research is classified as a quantitative type of research, with a population of 56. The research was conducted using probabilistic techniques with proportional stratified random sampling. The final sample size in this study was 36 children. Data collection in this research was carried out using observation, documentation, and questionnaire distribution methods, with the research instrument as a closed questionnaire with a Likert scale. The data obtained in the research was then analyzed using the t-test analysis technique. The results of the data analysis show that authoritarian parenting harms children's creativity. In other words, the higher the parenting style, the less creative the child is. On the other hand, democratic parenting has a positive effect. It means the higher the parenting style, the more creative the child will be. So, there is an influence of parental parenting on children's creativity.

1. INTRODUCTION

Early childhood is a group of children in the age range 0-8 years, where at this age children are experiencing very rapid physical and psychological development. (Fadhilah et al., 2019; Fatmawati et al., 2021). To maximize the development process, early childhood children must receive proper education and teaching through Early Childhood Education (PAUD) institutions. Early childhood education (PAUD) is education that is devoted to providing guidance and teaching to children based on child development theories. (Baiti, 2020; Hasanah & Sugito, 2020). Early childhood education cannot be equated with other levels of education, this is because early childhood children tend to have different characteristics from adults. (Aslan, 2019; Sofiani et al., 2020). In the learning process, early childhood children tend to prefer learning through a learning process that is fun and accompanied by games. Nowadays, early childhood education is implemented through a process of developing 21st century skills, which is carried out with

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the aim of making children more aware of developments occurring in society. 21st century skills are skills that students need as a prerequisite for a successful career in the current era of globalization, this is because 21st century skills can help students to follow the work demands of the modern market (Alpian et al., 2019; Elya et al., 2019). One of the abilities developed in 21st century learning is the ability to think critically and creatively (Elya et al., 2019; Sabilla, 2022). The ability to think creatively is a person's ability to generate ideas, new ideas, or creative ideas within the individual (Siregar et al., 2020; Zakaria, 2021). In the world of education, creativity is needed to generate new ideas, which can then be applied in the problem solving process (Sopiah et al., 2020; Syahrul & Nurhafizah, 2021). The creativity process can be viewed from the child's cognitive abilities, children with good creativity will be able to express ideas and thoughts that are in their minds and have a positive impact on their future (Glăveanu, 2011; Manurung, 2022). In addition, it was explained that creativity in early childhood is related to children's cognitive abilities, this is because creativity is related to the thought process of expressing opinions, thinking of new methods, and solving problems. (Martini & Sitorus, 2023; Suryani & Haryono, 2018).

However, the reality on the ground shows that not all young children are capable of good creativity. This is in line with the results of initial observations carried out at Aisyiyah Klodran Kindergarten. The results of observations and interviews show that the level of creativity possessed by children tends to vary, where children's creativity is influenced by internal and external factors. One of the external factors that influences children's creativity is parental parenting. Parenting patterns are patterns set by parents to shape a child's personality and behavior that is sometimes applied relatively consistently to a child (Nuraeni & Lubis, 2022; Taib et al., 2020). This behavior pattern can be perceived negatively and positively by children, so in its implementation parents must practice good parenting patterns when accompanying children 24 hours a day. (Fatmawati et al., 2021; Sofiani et al., 2020). In the process of early childhood development, parenting is very important for a child to become a creative child. The type and form of parenting that parents offer their children must be based on the goals of each parent (Sunariyadi & Andari, 2021; Winarti, 2020). Children certainly need encouragement from their parents to recognize their talents. Basically all children are intelligent, it depends on how parents can develop their creativity.

Several previous studies have revealed that the parenting style applied by parents significantly influences the creativity of children aged 5-6 years. (Ayu et al., 2021). Other research results reveal that apart from influencing the development of creativity, parenting also influences children's language development (Robiatus & Supriyadi, 2021). The results of subsequent research also revealed that there was an influence of parenting styles on the social emotional development of early childhood during the Covid 19 pandemic (Syahrul & Nurhafizah, 2021). Based on several research results, it can be said that parenting styles have had a significant influence on children's cognitive, social and emotional development. It's just that in previous research, there have been no studies that specifically discuss the influence of parental care patterns on the creativity of young children, especially young children who are in Aisyiyah Klodran Kindergarten. So this research focuses on this study with the aim of analyzing the influence of parental parenting on early childhood creativity.

2. METHOD

This research uses a quantitative research approach, namely an inductive, objective and scientific research method in which the data obtained is in the form of numbers (results, values) or statements and is evaluated and analyzed using statistical analysis. Quantitative research is usually used to prove and disprove theories. Usually, this research begins with a theory, which is then tested, data is generated, discussed, and conclusions are drawn. It is called a quantitative method because the research data is in the form of numbers and the analysis uses statistics. The problem solving procedure in the descriptive research method is to describe the existing research object as it is, as well as analyze and interpret it (Adifta et al., 2020; Imron, 2019). There are two approaches to quantitative analysis, namely classical and modern. Classical problem analysis is the process of learning from information obtained from student responses using classical tests. The modern approach is the study of items using item response theory (IRT) or the theory of answers to questions (Aziza & Dzhalila, 2018; Khoiriyah et al., 2020). Based on this statement, this research describes the influence of parenting styles on early childhood creativity.

The population in this study were Aisyiyah Klodran Kindergarten students. The total number of children is 56 children. Sampling is carried out using the Solvin formula because in sampling, the number must be representative so that the research results can be generalized and the calculation does not require a sample number table, but can be done using simple formulas and calculations. (Bhakti et al., 2021; Mulyadi, 2019). In calculations using the Slovin formula, a sample of 36 was obtained from a population of 56 children. Meanwhile, the sampling technique itself uses probabilistic sampling with proportional stratified random sampling used for external populations. Probabilistic sampling is a

sampling technique, a sample that gives each element (member) of the population an equal opportunity to select its members. These techniques include simple random sampling, proportional stratified random sampling, unbalanced stratified random sampling, and area (cluster) samples. Therefore, in this research the data distribution method uses proportional stratified random sampling, which is a technique used when a population has homogeneous and disproportionate stratified members/items, divided into 100.(Indrasworo & Juwono, 2018; Ulya et al., 2018).

Data collection in research was carried out using observation, documentation and questionnaire distribution methods. The questionnaire functions to obtain data about the influence of parents' authoritarian and democratic parenting styles on children's creativity at Aisyiyah Klodran Kindergarten Colomadu. In this research, 2 (two) questionnaires were used. The first questionnaire is to determine the influence of authoritarian parenting patterns and the second questionnaire is to determine the influence of democratic parenting patterns. Before making questions, the researcher made a questionnaire grid first. Furthermore, the questionnaire type of instrument that can be used in this research uses a closed questionnaire method with a Likert scale. A closed questionnaire is a questionnaire that is equipped with alternative answers and the respondent just has to choose one answer in the form of a tick mark (√).(Pranatawijaya et al., 2019; Sumartini et al., 2020). This research uses a Likert scale with 5 (five) answer choice criteria, namely always, often, sometimes, rarely and never. The research instrument grid can be seen in Tables 1 and 2.

Table 1. Parenting Style Questionnaire Grid

Sub Variable	Indicator	Item Number		Number of Items
		Positive	Negative	
Warmth Dimension	1. Attention person child welfare	2,3	1,4	4
	2. Parental responsiveness to children's needs	5,6	7	3
	3. Take time to do activities with your children	9,10	8	3
	4. Show enthusiasm for the child's behavior	11	12	2
	5. Be sensitive to children's emotional needs	13,14	15,16	4
Control dimensions	1. Restrictions	17,20	18,19	4
	2. Demands	21,23	22	3
	3. Strict attitude	26	24,25	3
	4. Intervention	27,28,29	30	4
	5. Arbitrary power	31,32,33	34	34
Amount				34

Table 2. Children's Creativity Questionnaire Grid

No	Sub Variable	Indicator	No. Items
1	Fluency in thinking is the ability to generate ideas	1. Ability to generate many ideas and thoughts 2. Ability to think of multiple answers 3. Ability to quickly generate ideas	7,9,10, 11,20
2	Flexibility is the ability to use various approaches to dealing with problems	1. Generate varied ideas 2. Using various approaches or ways of thinking	1,3,8, 13,14,15, 16,17,18, 19
3	Originality is the ability to produce new ideas or thoughts	1. Generate ideas that are unique and different from other people	2,12
4	Detailing is the ability to develop and explain ideas in detail	1. Detailing the details of an object becomes more interesting 2. Beautifying an object to make it more attractive	4,5,6

The data obtained in the research was then analyzed through a questionnaire scoring process, the donescore tabulation, and scoring is done based on the subject's answers, so that each respondent has three data collected. This research uses simple regression linearity tests, such as normality tests, linearity tests, statistical tests using product moment, and effective contribution (SE) analysis.

3. RESULT AND DISCUSSION

Result

The analysis in this research was carried out in several stages, including: the first analysis, namely the analysis of data descriptions carried out through analysis of parental parenting patterns, as well as analysis of children's creativity questionnaires. The results of the analysis regarding parenting patterns obtained an average value of 3.02, a standard deviation of 1.40, with the highest being 5 and the lowest 1. In more detail the results of the analysis regarding parenting patterns can be seen in [Table 3](#).

Table 3. Description of Parenting Pattern Data

Information	Parenting Pattern Questionnaire Data
N	36
Average	3.02
Standard Deviation	1.40
Highest yield	5
Lowest Results	1

Furthermore, the results of the descriptive analysis of data regarding children's creativity obtained an average value of 3.08 and a standard deviation of 1.38, the highest value obtained was 5 and the lowest was 1. In more detail the results of the analysis regarding the description of children's creativity data can be seen in [Table 4](#).

Table 4. Description of Children's Creativity Data

Information	Children's Creativity Questionnaire Data
N	36
Average	3.08
Standard Deviation	1.38
Highest yield	5
Lowest Results	1

Second analysis namely analysis of statistical assumption tests, through data normality tests, regression equation tests, and effective contribution analysis. Analysis of the normality test for the distribution of variable scores was analyzed using the Liliefors normality test statistic with a significant level used as a basis for rejecting or accepting a decision on whether a data distribution is normal or not, namely $\alpha = 0.05$. Compare L_o with L_{table} using the criterion that if L_o is greater than L_{table} ($L_o > L_{table}$) it means the population is not normally distributed, whereas if L_o is smaller than L_{table} ($L_o < L_{table}$) it means the population is normally distributed. The results of the data normality test can be seen at [Table 5](#).

Table 5. Normality Test Distribution

Test	N	L_o	Table	Information
Parental parenting style	36	0.200	0.986	Normal
Children's Creativity	36	0.200	0.986	Normal

The data in [Table 5](#) shows that both variables have a normal data distribution because, for parental parenting style L_o (0.200) < L_{table} (0.986), children's creativity data (0.200) < L_{table} (0.986). So it can be concluded that both data come from a normally distributed population. Next, to find out the magnitude of the relationship between parenting styles and children's creativity, a simple linear regression calculation was carried out. In determining the linear regression equation, the values obtained $a = 43.332$ and $b =$ The values a and b are substituted into the linear regression equation $Y = a + bx$ so that the regression equation obtained after substituting the values a and b is $Y = 43.332 + 0.953x$. To determine the influence of parental parenting on children's creativity, frequency distribution calculations were carried out. The questionnaire scores on parenting styles and children's creativity are combined. Then these numbers are processed using the product moment formula. From the calculation of the results of data analysis between parenting patterns and children's creativity, it is known that $r = 0.546$. Then the data is accumulated for interpretation in a fairly high category. After the

calculations have been carried out, the coefficient can be calculated using the t-test. The results of the t-test analysis show that for $\alpha = 0.05$ and degrees of freedom ($dk = n - 2$) the rule $t_{count} > t_{table}$ means significant, otherwise $t_{count} < t_{table}$ means it is not significant, based on the results obtained, t count is $3.80014 > T_{tab} 1.68830$, thus t count is greater than t table, so it can be concluded that there is a significant influence between parental parenting and children's creativity.

In the analysis of the effective contribution in this research, the magnitude of each independent variable relative to the dependent variable can be seen. From calculations from various tests, it is known that the beta regression coefficient is 0.546, the correlation coefficient is 0.546, and the R Square is 0.298. So, based on the test results using the simple linear regression method, it can be concluded that there is an influence between parental parenting (X) on children's creativity (Y). Creativity (X) has an effective contribution of 29.8% to children's creativity (Y) at the Aisyiyah Kindergarten Klodran Colomadu Karanganyar. Meanwhile, the remainder or 70.2% was contributed by variables other than parenting styles outside the research.

Discussion

The results of data analysis in this study show that parenting styles when interacting with children at home have a big effect on the development of creativity in early childhood. Parenting patterns are patterns set by parents to shape a child's personality and behavior that is sometimes applied relatively consistently to a child (Baiti, 2020; Hasanah & Sugito, 2020). This behavior pattern can be perceived negatively and positively by children (Aslan, 2019; Fatmawati et al., 2021). This parental attitude includes the way parents give rules and punishments, the way parents show their authority and also parents pay attention and respond to children. (Alpian et al., 2019; Elya et al., 2019). Product-related creativity is the ability to produce or create something new. Creative products must be observable, novel and useful, the unique qualities of an individual interacting with their environment. In relation to mass media, reference is made to the aspect of inner drive, creative capacity as initiative generated by individuals with the ability to disrupt normal thinking (Siregar et al., 2020; Zakaria, 2021). Therefore, to develop children's creativity, it is necessary to influence parental parenting patterns optimally.

Aisyiyah Klodran Kindergarten is a school that provides facilities to allow working parents to entrust their children. This can be seen from parents who pick up their children at 12.00. As a result, only a few working parents use nanny services to pick up and look after their children. Most of the Aisyiyah Klodran Kindergarten parents are workers and live with their children. However, some parents only have part time for their children, so some parents spend time with their families after coming home from work. This then shows that parents are the best teachers for their children. When supported by the role of parents, children follow growth and development appropriately. (Aslan, 2019; Sofiani et al., 2020). Some parents leave their children only when they are at work, but all daycare parents must follow their child's development and daily activities. For this reason, parents should continue to prioritize the interests of their children so that they can develop well. This is because during the Golden Age, the role of parents must be to support the development of both physical and motoric aspects of children (Martini & Sitorus, 2023; Suryani & Haryono, 2018). Apart from work, parents must provide free time to listen to all their children's thoughts and ideas.

Children will be more creative when they are motivated and supported in their actions when they are given the freedom to express whatever ideas arise and when they are given tools and materials to support their creativity (Glăveanu, 2011; Manurung, 2022). Children's creativity includes all the processes children go through in doing, learning, and discovering new things that are beneficial to themselves and others (Elya et al., 2019; Sabilla, 2022). A child, or group of children, goes through a series of long journeys before reaching the final destination of discovering something new. The journey never reaches its final destination because the child or children stop at certain points and never continue the journey. Or just take a break at a certain point to rest because you are tired, and continue the journey until the end or even walk without stopping until the end. Children's creativity can include all the processes children go through in doing, learning, and discovering new things that are beneficial to themselves and others (Ayu et al., 2021; Khamaliyah et al., 2019). One of the obstacles in developing children's creativity is parenting style.

Creativity in the child's development process is very necessary because creativity can improve academic achievement. Creativity is recognized as a major factor that can improve human function by integrating the interaction between intellectual, emotional and motivational forces (Manurung, 2022; Puspita et al., 2018). Efforts to develop children's creativity and the role of parents in developing creativity in early childhood so that children can have great talents and ideas and create works of high value. Creative children have common characteristics such as persistent curiosity, broad interests, hobbies such as creative activities, fear of making mistakes, and the ability to express

opinions.(Khamaliyah et al., 2019; Puspita et al., 2018). There are two factors that inhibit children's creativity: the home environment (educational patterns) and the school (learning process)(Siregar et al., 2020; Winarti, 2020). Researchers assume that creative children are children who take everything seriously. Creative children are children who have seen examples and have the ability to create something based on their own ideas and thoughts(Sopiah et al., 2020; Zakaria, 2021). To further increase children's creativity both at home and at school, as well as providing facilities and infrastructure for children's creativity. so the relationship between parenting style and children's creativity is causal, and parenting style is one of the factors that influences children's creativity.

The results obtained in this study are in line with the results of previous research, which also revealed that The parenting style applied by parents significantly influences the creativity of children aged 5-6 years(Ayu et al., 2021). Other research results reveal that apart from influencing the development of creativity, parenting also influences children's language development(Robiatus & Supriyadi, 2021). The results of subsequent research also revealed that there was an influence of parenting styles on the social emotional development of early childhood during the Covid 19 pandemic(Syahrul & Nurhafizah, 2021). So based on several research results, it can be said that parenting styles have had a significant influence on children's cognitive, social and emotional development.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that authoritarian parenting has a negative impact on children's creativity. In other words, the higher the parenting style, the less creative the child is. On the other hand, democratic parenting has a positive effect. This means that the higher the parenting style, the more creative the child will be. So there is an influence of parental parenting on children's creativity.

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