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The Relationship Between Parenting Styles with fine Motor Development in Children Aged 3-5 Years at the Early Childhood Education Center an Nisak, Kediri City

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ABSTRACT
Children are the nations future generation. Proper parenting can help children achieve optimal growth and development. Child development is a crucial aspect that requires attention at every stage of their development, including fine motor skills. Parenting patterns are one of the factors that contribute to fine motor development in children. The purpose of this research was to determine the relationship between parenting patterns with fine motor development in children aged 3-5 years. The research design used was a correlational study with a cross-sectional approach. The population in this study was all parents with children aged 3-5 years at the Early Childhood Education Center An Nishak in Kediri City, with a total of 24 respondents. In this research, the technique chosen was total sampling. The independent variable in this study was parenting patterns and the dependent variable was the fine motor development of children aged 3-5 years. Data were collected using questionnaires and DDST sheets. The data analysis technique used was Chi-Square. The results of the study showed that the majority of parents who applied a democratic parenting style had children with normal fine motor development results, as many as 16 respondents (76.1%). Based on the results of Chi-Square analysis test with a significance level (α) = 0.05, the Asimp.sig value was 0.04, so it can be concluded that the Asymp.sig value <0.05 so that H1 is accepted, meaning there is a relationship between parenting patterns and fine motor development in children aged 3-5 years. Based on the research results above, it can be concluded that parenting styles significantly influence a child's fine motor development. Therefore, children must be educated with appropriate parenting styles. It is hoped that health workers, especially midwives, will also play a vital role in monitoring children's fine motor development by providing information about age-appropriate fine motor development and appropriate parenting styles to parents.

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INTRODUCTION

Children are the nation's future generation. A child's success is inextricably linked to their parents upbringing. Appropriate parenting styles can help them achieve optimal growth and

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development. One factor in child development is the nurturing environment. In parenting, the role of parents is crucial in monitoring and ensuring their children's growth and development. Parents need to know and recognize the characteristics and principles of child development. Interactions between children and parents are highly beneficial for the child's overall development. Children who grow and develop well will ensure a healthy future (Adistie et al., 2018).

Parenting styles aim to ensure optimal growth and development for children. When implementing parenting styles, parents need to consider their child's unique characteristics. Children have unique characteristics that differ from one child to another, so parents can apply several parenting styles alternately to address their child's needs. Family care during the first five years of life significantly influences the four dominant areas of development: motor skills, cognitive skills, language skills, and socio-emotional skills. These various aspects significantly influence a child's future development and behavior (Situmorang et al., 2016).

Several factors, such as inadequate knowledge and parenting patterns, can influence, cause, and disrupt child development and delays. Observations conducted during integrated health post (Posyandu) activities revealed that most children had not yet undergone comprehensive monitoring through the Denver Developmental Screening Test (DDST) or Early Detection of Growth and Development (DDTK), resulting in no specific reports of growth and developmental disorders. Furthermore, monitoring conducted at Posyandus mostly focused solely on physical growth, through weight and height measurements (Infodatin. 2014).

Child development is a crucial aspect that needs to be considered at every stage of their development, including fine motor skills. Fine motor skills are movements that require eye-hand coordination and involve small muscles like the fingers and wrists to complete specific tasks (Sholikah, 2023: 62).

Apriliani (2023:32) states that fine motor development is the organization of the use of small muscles such as the fingers and hands, which often requires precise coordination between the eyes and hands, as well as high concentration. Activities that support children's fine motor development include writing, squeezing, grasping, drawing, stacking blocks, inserting marbles, and other related activities.

Based on the results of the 2013 Basic Health Research (Riskesdas), it was shown that the percentage of children experiencing gross motor development disorders in Indonesia was 12.4% and fine motor development disorders was 9.8%. Although this figure is lower than the results of the 2010 Riskesdas, which showed that gross motor development disorders in Indonesia were 8.8% and fine motor development disorders were 6.2%, the data still shows that children experiencing motor development disorders are still a major public health problem (Riskesdas, 2013).

A child's growth and development depend on the quality of stimulation, support, and care within their environment or family. Normal child development is highly dependent on the childcare environment, including stimulation and interactions between mother and child, which are key variables influencing child development. The mother's role is crucial for a child's overall development, as parents can quickly identify developmental abnormalities in their child

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and address them as early as possible by providing stimulation and interaction in the motor, sensory, cognitive, and social aspects of the child (Silawati et al. 2020).

Based on research by Wulan Diana (2019), it was shown that out of 35 respondents, mothers who implemented a dominant democratic parenting style, most of their children had advanced fine motor development, as many as 18 children (66.7%). From the results of the analysis using the Mann-Whitney test, the value of $\rho = 0.027 < \alpha = 0.05$ was obtained, which means there is a relationship between parental parenting styles and the fine motor development of preschool-aged children.

Parenting patterns are one of the elements that play a role in early childhood development. Appropriate parenting patterns are expected to help children develop according to their age characteristics. Based on the description above, the researcher wants to examine "The relationship between parenting style with fine motor development in children aged 3-5 years at the Early Childhood Education Center An Nishak Kediri City".

METHODS

This research is a correlational study with a cross-sectional approach. The population in this study were all parents who have children aged 3-5 years at PAUD KB An Nishak Kediri City with a total of 24 respondents. In this study the technique chosen was total sampling. The independent variable in this study was parenting patterns and the dependent variable was the fine motor development of children aged 3-5 years. Data collection used questionnaires and DDST sheets. The data analysis technique used was chi-square.

RESULTS AND DISCUSSION

Based on the research conducted, the following results were obtained:

Table 1 Characteristics of Respondents Based on Child Age

No.	Child Age (Month)	Frequency	Percentage
1	36-48	8	33,3
2	49-60	16	66,7
	Amount	24	100

Based on Table 1 above, from 24 respondents, it was found that the majority of children were aged 49-60 months, namely 16 respondents (66.7%) and the remainder were aged 36-48 months, namely 8 respondents (33.3%).

Table 2 Characteristics of Respondents Based on Parent Age

No.	Parent Age (Year)	Frequency	Percentage
1	21-35	8	33,3
2	35-40	11	45,9
3	>40	5	20,8
	Amount	24	100

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Based on Table 2 above, from 24 respondents, it was found that the majority of parents were between 35-40 years old, as many as 11 respondents (45.9%), aged 21-35 years as many as 8 respondents (33.3%) and a small number were aged >40 years as many as 5 respondents (20.8%).

Table 3 Characteristics of Respondents Based on Parent Education

No.	Education	Frequency	Percentage
1	SD	0	0
2	SMP	6	25
3	SMA	14	58,3
4	PT	4	16,7
	Amount	24	100

Based on Table 3 above, from 24 respondents, it was found that the majority of parents' education was high school (14 respondents (58.3%), junior high school (6 respondents (25%), university (4 respondents (16.7%) and no respondents had elementary school education.

Table 4 Characteristics of Respondents Based on Parent Job

No.	Job	Frequency	Percentage
1	IRT	10	41,7
2	Swasta	6	25
3	Wiraswasta	5	20,8
4	PNS	3	12,5
	Amount	24	100

Based on Table 4 above, from 24 respondents, it was found that the majority of parents' jobs were as housewives (10 respondents (41.7%), private sector (6 respondents (25%), self-employed (5 respondents (20.8%) and a small number were civil servants (3 respondents (12.5%).

Table 5 Frequency distribution of parenting style

No.	Parenting Style	Frequency	Percentage
1	Authoritarian	2	8,3
2	Permissive	6	25
3	Democratic	16	66,7
	Amount	24	100

Based on table 5 above, from 24 respondents, it was found that the parenting style most frequently applied by parents was the democratic parenting style with 16 respondents (66.7%), the permissive parenting style with 6 respondents (25%) and the least applied was the authoritarian parenting style with 2 respondents (8.3%).

Table 6 Frequency distribution of fine motor development in children aged 3-5 years

No.	Fine Motor Development	Frequency	Percentage
1	Normal	21	87,5

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No.	Fine Motor Development	Frequency	Percentage
2	Questionable	2	8,3
3	Abnormal	1	4,2
	Amount	24	100

Based on table 6 above, it was found that the fine motor development of the majority of children was normal, with 21 respondents (87.5%), development with questionable results was 2 respondents (8.3%), and children with abnormal development was 1 respondent (4.2%).

Table 7 Frequency distribution of the relationship between parenting style and fine motor development in children aged 3-5 years

Fine Motor Development / Parenting Style	Normal		Questionable		Abnormal		Amount	
	N	%	N	%	N	%	N	%
authoritarian	1	4,8	1	50	0	0	2	8,3
Permissive	4	19,1	1	50	1	100	6	25
Democratic	16	76,1	0	0	0	0	16	66,7
Amount	21	100	4	100	1	100	24	100

Based on Table 7 above, 24 respondents:

a. Authoritarian Parenting Patterns showed normal fine motor development in 1 respondent (4.8%), questionable development in 1 respondent (50%), and abnormal development in 0 respondents (0%).
b. Permissive parenting patterns showed normal fine motor development in 4 respondents (19.1%), questionable development in 1 respondent (50%), and abnormal development in 1 respondent (100%).
c. Democratic parenting patterns showed normal fine motor development in 16 respondents (76.1%), and no questionable or abnormal development results.

Based on the results of the Chi-Square analysis test with a significance level (α) = 0.05, the Asimp.sig value was 0.04, so it can be concluded that the Asymp.sig value <0.05 so that H1 is accepted, meaning there is a relationship between parenting patterns and fine motor development in children aged 3-5 years.

Discussion

Based on the results of research conducted on parents who have children aged 3-5 years from 24 respondents in table 5, the results obtained that the parenting pattern most applied by parents is the democratic parenting pattern with 16 respondents (66.7%), the permissive parenting pattern with 6 respondents (25%) and the least applied authoritarian parenting pattern with 2 respondents (8.3%).

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Parenting can be defined as a system, method, or approach to caring for, educating, and guiding young children so they can become independent. Furthermore, parenting can be defined as the interaction between children and parents during parenting activities. Parenting is the process of humanizing or maturing individuals, which must be adapted to the situation, conditions, and developments of the times (Hasanah, 2016).

The parenting style parents apply in educating their children will influence the child's development, both physically and mentally. With the right parenting style, children can develop according to their age without any obstacles to the child's future. Parenting styles are divided into three, namely authoritarian, permissive, and democratic parenting.

In this research, parenting patterns were influenced by parents' age, education, and occupation. Based on the results of the study in Table 2, of the 24 respondents, the majority of parents were between 35 and 40 years old (11 respondents (45.9%), 8 respondents (33.3%) were between 21 and 35 years old, and a small number were over 40 years old (5 respondents (20.8%).

Age influences how parents educate and care for their children. Maturity also influences the application of appropriate parenting styles and the maturity of thinking in dealing with children's sometimes emotional behavior. This allows parents to better understand how to educate and be more patient with their children's development.

The next factor influencing parenting patterns is parental education. Based on the research results in Table 3 above, out of 24 respondents, the majority of parents had a high school education (14 respondents (58.3%), junior high school (6 respondents (25%), university (4 respondents (16.7%), and no respondents had an elementary school education.

Novitawati (2022) explains that parental education is a crucial factor in child development. With a good education, parents can receive all kinds of information, especially about good child-rearing techniques, how to maintain their health, and providing the best education for their children.

Parents with higher education will choose which parenting style is good for their child's development, while parents with lower education tend to be passive and do not really care about changes in their child's development due to their lack of knowledge about parenting styles.

Besides age and education, another factor influencing parenting styles is occupation. Based on the research results in Table 4, out of 24 respondents, the majority of parents' occupations were housewives (10 respondents (41.7%), private sector (6 respondents (25%), self-employed (5 respondents (20.8%), and a small number were civil servants (3 respondents (12.5%).

In this research, the majority of mothers worked as housewives. This allows mothers to spend more time with their children, care for them, monitor their development directly, and provide appropriate stimulation to foster fine motor skills. Working mothers can still monitor their children's fine motor development by utilizing their free time between work and continuing to stimulate their children's motor development.

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This research aligns with Diana's (2019) research, which showed a relationship between parenting styles and the fine motor development of preschool-aged children at Harapan Bunda Early Childhood Education Center in Surabaya. Motor development is strongly influenced by the role of parents in educating and caring for their children. Democratic parenting styles can provide stimuli that children can accept well. Stimulation provided through good parenting can improve a child's fine motor skills. Each child is unique due to genetic factors and parenting styles, so their achievement also varies. Therefore, choosing the right parenting style is crucial to ensure preschoolers' fine motor development progresses at a pace appropriate to their developmental stage.

Based on the research results in Table 6, it was found that the fine motor development of the majority of children was normal, with 21 respondents (87.5%), development with questionable results was 2 respondents (8.3%), and children with abnormal development was 1 respondent (4.2%).

Motor skills are the process of growth and control of body movements that involve coordination between the nervous system, muscles, brain, and spinal cord through structured activities (Hasnida, 2014). Fine motor skills are physical skills that require the use of small muscles and coordination between the eyes and hands. Regular and continuous practice can improve this ability by continuously training the fine motor nerves (Achmad, 2019). Fine motor skills are related to small muscles, such as writing, squeezing, cutting, and others. At the age of 3-5 years, children begin to demonstrate fine motor skills by performing various activities such as brushing their teeth, combing their hair, opening and closing zippers, putting on their own shoes, buttoning clothes, and eating alone using a spoon and fork (Saputra, 2016).

One factor influencing fine motor development is a child's age. Based on the research results in Table 1, of the 24 respondents, 16 (66.7%) were aged 49-60 months, while the remaining 8 (33.3%) were aged 36-48 months. The age of children starting from the prenatal period, infancy and adolescence is a stage that experiences rapid growth compared to other periods (Yuniarti, 2015).

A child's age significantly influences their fine motor development. Assessment of fine motor development involves stages of development that correspond to a child's age. During this period, children must be provided with age-appropriate stimulation and education to ensure optimal growth and development.

Based on the results of the study in table 7, it was found that parents who applied democratic parenting patterns had their children with fine motor development with normal results of 16 respondents (76.1%), parents with authoritarian parenting patterns had fine motor development with normal results of 1 respondent (4.8%), doubtful development results of 1 respondent (50%) and parents with permissive parenting patterns had fine motor development with normal results of 4 respondents (19.1%), doubtful development results of 1 respondent (50%), and abnormal development results of 1 respondent (100%). Based on the results of the Chi-Square analysis test with a significance level (α) = 0.05, the Asimp.sig value was 0.04, so it can be concluded that the Asymp.sig value <0.05 so that H1 is accepted,

meaning there is a relationship between parenting patterns and fine motor development in children aged 3-5 years.

Motor development is greatly influenced by the role of parents in educating and caring for their children. Democratic parenting can provide stimuli that children can accept well. This is because this type of parenting is characterized by parents who tend to view children's rights and obligations as equal to their own. In practice, this type of democratic parenting allows children freedom and guidance. Parents provide ample input and direction regarding their children's actions. Parents are objective, attentive, and control their children's behavior (Hasanah, 2016).

From this, it can be seen that parenting styles significantly influence a child's fine motor development, therefore children must be educated with appropriate parenting styles. Parents must understand how to monitor their child's fine motor development so that any delays can be addressed promptly. Furthermore, healthcare workers, particularly midwives, also play a crucial role in monitoring a child's fine motor development by providing information about age-appropriate fine motor development and appropriate parenting styles, as well as monitoring development using the Denver Development Screening Test (DDST).

CONCLUSION

From the research results, it was found that there was a relationship between parenting patterns and fine motor development in children aged 3-5 years based on the results of the chi square analysis with a significance level (α) = 0.05, the Asimp.sig value was 0.04, so it can be concluded that the Asymp.sig value <0.05 so that H1 is accepted. The limitation of this research is that the process requires high precision from the researcher, therefore good cooperation between the researcher and respondents is very necessary to get good results. The role of parents is very much needed in accompanying children during the research process so that children are more cooperative because early detection with DDST requires quite a long time. To support fine motor development in children, parental stimulation and early detection monitoring by healthcare professionals are also needed. It is hoped that healthcare workers, particularly midwives, will further improve early detection of fine motor developmental abnormalities in children, implement routine DDST screenings for toddlers, and provide counseling to mothers on how to stimulate their children's development.

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