



The Relationship Between Parenting Pattern Of Parents Towards Temper Tantrum In Pre-School Children In An Integrated Early Childhood Education Insan Madani Meukek

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ABSTRACT

Temper tantrums are emotional outbursts such as screaming while rolling on the floor, kicking, banging your head against the floor or wall, hitting yourself or others, crying, cursing. The impact of temper tantrums on children can pose a risk of injury, if they occur in the environment of friends of the same age it can affect the development of children of their age, because the characteristics of children imitate what they observe. Parenting style is a factor in the occurrence of temper tantrums. The purpose of this study was to determine parenting styles for temper tantrums in pre-school children. The design of this research is descriptive analytic with cross sectional study approach. This research was conducted at the Insan Madani Meukek Integrated Preschool in December 2022. The population in this study totaled 76 respondents. The sampling technique used the total sampling technique. The parenting research instrument used the Parental Authority Questionnaire (PAQ) and temper tantrums with 33 questions. The data analysis used was univariate and bivariate analysis. The results of the chi square test showed that parenting style was related to temper tantrums in pre-school children ($P < 0.000$). It is hoped that parents can apply good parenting, such as democratic parenting where this parenting style is considered good for children because the risk of temper tantrums in children is lower than authoritarian and permissive parenting.

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1. INTRODUCTION

Preschool-age children are children between the ages of 3 and 6, during this period their physical growth is slow and their psychosocial and cognitive development increases. Preschool age is called the wonder years, namely the period when a child has a high sense of curiosity. Children begin to develop their curiosity, and are able to communicate better. The game is a way that children use to learn and develop relationships with other people (Mansur, 2019).

The development experienced by children is a series of regular changes from one stage of development to the next and each has the characteristics of each phase of its development (Susanto, 2014). Developmental stages that children must have at pre-school age are motor, cognitive, language, emotional, personality, moral, spiritual and social development. All these stages must be passed by the child so that the child's growth and development becomes optimal (Hurlock, 2017).

Emotional intelligence honed from an early age can be a pivot of success in various aspects of life. A child's ability to develop his emotional intelligence will be related to his academic, social, and mental health success. Children who have high emotional intelligence are synonymous with children who are happy, highly motivated and able to survive under various stressful conditions they face (Mashar, 2015).

Children who are unable to control their emotions, express anger appropriately will have temper tantrums (Palintan, 2020). Temper tantrum is an emotional explosion that is shown dramatically with great motor agitation, such as screaming while rolling on the floor, kicking, banging your head against the floor or wall, hitting yourself or others, crying, cursing (Kemenkes, 2014). Temper tantrums in children can pose a risk of injury, if they occur in the environment of friends of their age it can affect the development of children of their age, because the general characteristics of children imitate what they observe. Temper tantrums can occur repeatedly and increase in intensity if their desires and goals are not fulfilled, because children think that tantrums are the way to do so that their needs are met by their parents (Ahyani & Dwi, 2018).

According to research conducted in Chicago, 50-80% of these temper tantrums occurred at the age of 2-3 years, occurred once a week, and 20% occurred almost every day, and 3 or more temper tantrums occurred for approximately 15 minutes (Tiffany & Gray, 2012). Another study at Northwestern Feinberg based on a survey of nearly 1,500 parents, this study found that 84% of children aged 2-5 years vented their frustration by throwing tantrums in the past month, and 8.6% of them had daily tantrums that actually if it happens every day it is not normal (Wakschlag et al., 2012).

Parents play an important role in stimulating emotional intelligence in children (Mashar, 2015). Parents are the main and first education for their children. Parents are said to be first educators because it is from them that children get education for the first time and are said to be primary educators because education from parents is the basis for children's development and life (Noya, 2020). The quality of the main caregiver (mother or father) can have an important impact on children's learning (Mansur, 2019).

Parenting parents are divided into three, namely authoritarian parenting, permissive parenting and democratic parenting. Authoritarian parenting has strict rules to enforce desired behavior, techniques include severe punishment for failure, or complete absence of approval, praise or other tokens of appreciation when the child meets expected standards. Parents do not encourage children to independently make decisions related to their actions. Instead, they just said what to do. So children miss the opportunity to learn how to control their own behavior. While permissive parenting, parents show high affection, but with low control and demands for achievement. In this type of parenting, children are not independent because parents spoil their children too much so that children do not care about responsibilities, are difficult to get along with, and can hinder children's moral development. The next parenting style is democratic. This parenting style has a balanced relationship between parents and children. In this democratic way, children will grow a sense of responsibility to show some behavior and further develop their self-confidence. Children will be able to act according to norms and adapt to their environment (Setiyaningrum, 2017)

According to Syam's research, 2013 states that there is a relationship between the way parents raise children with tantrums. Parents can help the development of children through a happy and stable family life without tension and how to care for children who are full of patience in dealing with all kinds of conflicts (Syam, 2013)

Based on an initial survey of 10 parents whose children attend at the Integrated Early Childhood Education Insan Madani Meukek, this survey was conducted on mothers who have children with temper tantrums. The results of the interviews, six mothers said that children who experienced temper tantrums showed behavior by crying loudly, screaming, hitting and kicking and rolling their bodies on the floor and four mothers said their children often took it out in violent ways such as shouting, rebelling, slams objects and cries loudly when the child doesn't get what he wants so the mother obeys the child's wishes to relieve her child's anger and the child often repeats the same method to get what she wants

2. RESEARCH METHOD

The research design used in this study was descriptive analytic with a cross sectional study approach to determine the relationship between parenting style and temper tantrums in pre-school children. This research was conducted at the Insan Madani Meukek Integrated Preschool in December 2022. The population in this study totaled 76 respondents. The sampling technique used the total sampling technique. Parenting research instruments used the Parental Authority Questionnaire (PAQ) questionnaire and temper tantrums as many as 33 questions. The data analysis used was univariate and bivariate analysis

3. RESULTS AND DISCUSSIONS

Result

Table 1. Frequency Distribution of Parental Age, Parental Education, Parental Occupation, Parenting Style and Temper Tantrums

Variable	n	Percentage
Parents Age		
Early Adult (26-35 years)	34	44,7
Late Adult (36-45 years)	52	55,3
Parent Education		
basic education	2	2,6
Secondary Education	27	35,5
higher education	47	61,8
Parents' job		
Work	44	57,9
Doesn't work	32	42,1
Parenting Style		
Democratic	15	19,7
Permissive	32	42,1
Authoritarian	29	38,2
Temper Tantrum		
Low	13	17,1
Currently	16	21,1
Height	47	61,8

The results of the univariate test in table 1 show that of the 76 respondents the majority of parents are early adults (36-45 years) (55.3%), the education of parents is mostly tertiary education (61.8%), the majority of parents work (57.9%), parenting style is permissive (42.1%) and some children suffer from temper tantrums in the high category (61.8%)

Table 2. The Relationship between Parenting Patterns and Temper Tantrums in Pre-School Children at the Integrated Early Childhood Education Insan Madani Meukek

Variable	Temper Tantrum								P-value
	Low		Currently		Height		Total		
	n	%	n	%	n	%	n	%	
Parenting Style									
Democratic	10	13,2	3	3,9	2	2,6	15	19,7	0,000
Permissive	2	2,6	3	3,9	27	35,5	32	42,1	

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Authoritarian	1	1,3	10	13,2	18	23,7	29	38,2
Total	13	17,1	16	21	47	61,8	76	100

Based on bivariate tests, it is known that out of 32 parents who took care of children with permissiveness, 42.1% found 2 children who had low temper tantrums (2.6%), moderate temper tantrums 3 children (3.9%), high temper tantrums 27 children (35.5%). The results of the chi square test show that parenting style is related to temper tantrums in pre-school children at the Integrated Early Childhood Education Insan Madani Meukek (p value 0.000)

Discussions

Based on bivariate tests, it is known that out of 32 parents who took care of children with permissiveness, 42.1% found 2 children who had low temper tantrums (2.6%), moderate temper tantrums 3 children (3.9%), high temper tantrums 27 children (35.5%). The results of the chi square test show that parenting style is related to temper tantrums in pre-school children at the Integrated Early Childhood Education Insan Madani Meukek (p-value 0.000)

Parenting styles support child development in all developmental domains and in all phases of child development (Riany et al., 2018). Parents play an important role in managing, regulating and controlling children's opportunities, such as supervising children's lives and preparing children's social planning (Caruthers et al., 2014). In addition, parents also play a role in providing guidance and information that will help children reach their potential. Every parent has their own way of doing these things, including parenting. This terminology is called parenting style.

Parenting styles in educating children include providing physical, mental, emotional, moral and social stimulation that will encourage optimal child growth and development. The form of parenting will appear in children after adulthood, if parenting is good it will have a positive influence on child development and vice versa if parenting is not good then it will have a negative influence on child development (Amseke, 2016). Good and quality parenting, parents adopt the most appropriate parenting style and best suit the needs of their children (Subagia, 2021).

The results of this study found that democratic parenting is better than authoritarian and permissive. Parents who apply democratic parenting provide guidance in accordance with child development, democratic parenting experiences temper tantrums in children in the low category. Parents are the first environment for children who play an important role in every child's development, especially the development of the child's personality and emotions.

Democratic parenting is parenting parents who apply treatment to children in order to shape the child's personality by prioritizing the interests of children who are rational or thinking (Amseke, 2016). Democratic parenting encourages children to be independent but still sets limits and controls on children's actions. Parents still exercise control over children but not too strictly. Generally, parents are firm but willing to provide an explanation regarding the rules that are applied and are willing to have deliberations or discussions. In addition, parents are warm and affectionate towards children, showing affection and support as a response to children's constructive behavior (Subagia, 2021). Democratic parenting tends to make children self-confident, socially responsible, cheerful, independent, achievement-oriented, maintain friendly relationships with peers, able to work together with adults and able to handle stress well (Al-Faruq & Sukatin, 2020)

This research is supported by Alini and Jannah (2019), parents who apply democratic parenting are 0.055 times at risk of triggering temper tantrums in pre-school-aged children. The higher the application of democratic parenting to children, the less risk the child will experience temper tantrums. This is supported by the characteristics of respondents who apply high democratic parenting, so the incidence of temper tantrums in children tends to be low (Alini & Jannah, 2019).

This is supported by research conducted by Ramadia (2018), parenting style is related to temper tantrums in toddlers (Ramadia, 2018). Research by Adisti et al (2022) also shows that there is a significant relationship between parenting styles and the incidence of temper tantrums (Adisti et al., 2022).

According to the researchers' assumptions, parenting style plays a role in causing tantrums. Parents who always pressure and do not give freedom to children to express their opinions will make children depressed, angry and annoyed with their parents. The child does not dare to express his anger so he takes it out by yelling, crying, biting, hitting, kicking, screaming and throwing things. A child who is too pampered and always gets everything he wants will have a tantrum when his request is refused. Parents who are inconsistent in parenting children can also cause temper tantrums in children. Therefore, parenting style has a relationship with the incidence of temper tantrums in preschool children. Parents should apply good parenting in accordance with the child's development so that temper tantrums do not occur.

4. CONCLUSION

Temper tantrums are emotional outbursts that are explosive and out of control in children. If left in the long term, they will grow into children who have low self-control and get angry easily. The role of parents is needed in preventing temper tantrums, namely applying appropriate parenting patterns according to the child's development

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