

The Relationship Between Parenting Patterns And Fine Motor Development In Preschool Age Children (5-6 Years)

Wiwi Sartika, Risa Andella, Brilian Dini MA. Iballa

Abdurrah University

Corresponding author: wiwi.sartika@univrab.ac.id

ABSTRACT

Parenting style refers to the way parents treat, educate, guide, and discipline their children to support their maturation process and help them internalize societal norms. Disruptions in fine motor development can lead to learning difficulties, developmental delays, and growth that is not age-appropriate. According to 2020 data from the World Health Organization (WHO), 15–20% of preschool-aged children experience fine motor development disorders. In Riau Province, in 2022, about 5–10% of preschoolers were reported to have delayed fine motor development. The purpose of this study was to determine the relationship between parenting styles and fine motor development in preschool-aged children (5–6 years). This research method employed a quantitative method with a correlational analytic design using a cross-sectional approach. The instruments used were questionnaires and the Pre-Screening Developmental Questionnaire (KPSP). The population consisted of 52 individuals, with a sample size of 36 respondents. showed a p-value of 0.006 ($< \alpha 0.01$), indicating a significant relationship between parenting styles and fine motor development in preschool-aged children (5–6 years) at TK Islam Masjid Raya, Pekanbaru City. So, the majority of the respondents practiced a democratic parenting style (19 respondents or 52.8%), and 14 children (38.9%) were found to have normal fine motor development.

Keywords: Parenting style, fine motor skills, preschool

INTRODUCTION

Children are creatures who are always filled with curiosity, active, and full of hope. Preschool children are children aged 4-6 years, during which time physical growth slows and psychosocial and cognitive development increases. Children begin to develop their curiosity and are able to communicate better (Fuadia, 2022). The definition of preschool children is "Preschool children are those aged 3-6 years" (Fuadia, 2022).

According to 2020 World Health Organization (WHO) data, 15-20% of preschool-aged children suffer from fine motor development disorders. In Indonesia, in 2022, 0.4 million (16%) children aged 4-5 years experienced developmental disorders such as motor skills, hearing impairments, low intelligence, and speech delays. Based on 2022 data from Riau Province, approximately 5-10% of preschool-aged children are estimated to experience delayed motor development.

Child development can be reviewed from certain aspects, these developmental aspects include physical motor development, social emotional, religious moral, and cognitive development (Khadijah & Amelia, 2020).

One factor in child development is the nurturing environment. In parenting, parents play a crucial role in monitoring and ensuring their children's growth and development. Parents need to understand and recognize the characteristics and principles of child development. Interaction between children and parents is crucial for the child's overall development. Children who grow and develop well will ensure a good survival for their future (Iwo et al., nd 2021).

When preschoolers or toddlers experience delays in their fine motor development, this can cause them to have difficulty adjusting to their peers in playing and writing (Widiana, Rudsiyani, & Kusumawardani, 2022).

Disturbances in fine motor development often cause learning difficulties in children. These disorders hinder the learning process at school, leading to various behaviors, including reluctance to write, a lack of interest in learning, and personality disorders, such as feelings of inferiority, doubt, and anxiety in the environment. Parents' involvement is crucial because it enhances children's abilities in various areas, including interaction and achievement (Jenny Arista Ningrum, Immawati, 2023).

Furthermore, fine motor skills disorders can also cause developmental delays in children and growth that is not appropriate for their age. This condition is called cerebral palsy. Children with this disorder experience unusual symptoms in their motor system, such as difficulty writing, buttoning clothes, unsteady walking, and difficulty performing fast and precise movements. Other developmental disorders experienced by children include speech disorders (Panzilion, Padila, Tria, Amin, & Andri, 2020).

In addition, because parents cannot see their child's development, they cannot know whether their child's development is normal.

or not. Therefore, fulfilling the parenting needs of preschool children is one of the best

ways for children.

to maximize their development. Parents have their own ways of educating and guiding their children. Methods vary from parent to parent. In this regard, it's important to consider the relationship between parenting styles and a child's personality development, given the crucial role parents play in shaping their children's personalities (Latifah, 2023).

From the results of a preliminary survey conducted at PAUD Raudhatul Jannah Alwashliyah, by conducting a KPSP (Pre-Screening Questionnaire for Development) assessment on 10 children, it was found that 4 out of 10 children experienced disorders in fine motor development.

METHOD

The type of research used was quantitative research with a correlational analytical design with a cross-sectional approach. The population in the study amounted to 52 people, the sample was selected using a purposive sampling technique, resulting in a total of 36 people. Data collection used a questionnaire. Data were tested using Chi-Square. The data collection tool used a questionnaire instrument regarding parenting patterns and fine motor development.

RESULTS AND DISCUSSION

Table 4.1. Frequency Distribution of Respondent Characteristics at the Islamic Kindergarten of the Great Mosque of Pekanbaru City

Characteristics of Parents	<i>f</i>	(%)
Age		
25-35 years	24	66.7
36-45 years old	12	33.3
Amount	36	100
Education		
JUNIOR HIGH SCHOOL	2	5.6
High School/Vocational School	25	69.4

College	9	25
Amount	36	100
Work		
Housewife	27	75
Private sector employee	4	11.1
Teacher	3	8.3
Self-employed	2	5.6
Amount	36	100
Child Characteristics	<i>f</i>	(%)
Age		
5 years	20	55.6
6 years	16	44.4
Amount	36	100
Gender		
Woman	23	63.9
Man	13	36.1
Amount	36	100

Based on table 4.1, the results of the characteristics of parents based on age are the majority of 25-35 years old, as many as 24 respondents (66.7%). Based on education, the majority are high school/vocational school graduates with 25 respondents (69.4%). Based on occupation, the majority are housewives with a total of 27 respondents (75%). Based on the characteristics of children, the results show that the age of the child is the majority of 5 years old, as many as 20 respondents (55.6%). Meanwhile, based on the gender of the child, the majority are female with a total of 23 respondents (63.9%).

Table 4.2 Frequency Distribution of Parenting Patterns on Fine Motor Development of Preschool Children (5-6 Years) at the Islamic Kindergarten of the Great Mosque of Pekanbaru City

Characteristics	<i>f</i>	(%)
Parenting		
Democratic	19	52.8
Authoritarian	17	47.2
Amount	36	100
Fine Motor Skills		
Normal	14	38.9
Doubtful	10	27.8
Deviation	12	33.3
Amount	36	100

Based on Table 4.2, the results obtained based on parenting patterns are that the majority are democratic with a total of 19 respondents (52.8%). Meanwhile, based on fine motor development, the majority are normal with a total of 14 respondents (38.9%).

Table 4.3 Relationship between Parenting Patterns and Fine Motor Development in Preschool Children (5-6 Years) at the Great Mosque Islamic Kindergarten in Pekanbaru City

<u>Fine Motor Skills</u>	<u>p value</u>
<u>Normal Pattern Doubtful Deviation</u>	
<u>Foster f % f % f %</u>	
Democrat 11 57.9 8 31.6 2 10.5	
free	0.006
authoritarian 3 17.6 4 23.5 10 58.8	
Total 14 38.9 10 27.8 12 33.3	

~~Based on table 4.3, the results obtained~~ are that the majority of democratic parenting patterns with normal fine motor skills are 11 respondents (57.9%).

DISCUSSION

Based on the results of research conducted on 36 respondents at the Islamic Kindergarten of the Great Mosque of Pekanbaru City, it was shown that 19 respondents (52.8%) had a Democratic parenting style, while 17 respondents (47.2%) had an Authoritarian parenting style.

Parenting is the totality of parent-child interactions, where parents influence their children by changing their own behavior, knowledge, and values.(Wonosari & Bondowoso, 2024)Every parent is different, and their approach to raising their children must be tailored to their development. This is because several factors influence the parenting style adopted by each parent. Parents' upbringing will be influenced by their education, occupation, and experience.(Wonosari & Bondowoso, 2024).

Based on the results of research conducted on 36 respondents at the Great Mosque Islamic Kindergarten in Pekanbaru City, it was shown that fine motor development was in the normal category for 14 respondents (38.9%), in the doubtful category for 10 respondents (27.8%), and in the deviation category for 12 respondents (33.3%).

The results of this study align with those of Audhina Anggraeni in 2022, entitled "The Relationship between Parenting Styles and Fine Motor Development in Preschool-Aged Children in RW 10, Pasir Jaya Village, Bogor City," with a sample of 55 respondents. Thirty-six respondents (59.0%) had normal fine motor development, 18 respondents (29.5%) had suspected fine motor development, and 7 respondents (11.5%) had delayed fine motor development.

Based on the results of the statistical test with the Chi-Square test, valid results were obtained with a p value of $0.006 < \alpha = 0.01$ with a Pearson calculated value of 10.225, so H_a was accepted, which means there is a relationship between parenting patterns and fine motor development in children.

preschool age (5-6 years) at the Islamic Kindergarten of the Great Mosque of Pekanbaru City.

Based on the research results, it shows that the majority of mothers apply a dominant democratic parenting pattern, namely 19 respondents (52.8%), with normal fine motor development of 11 respondents (57.9%), doubtful of 8 respondents (31.6%), deviations of

2 respondents (10.5%). According to (Rachmawati et al., 2021) Democratic parenting is characterized by children having the opportunity to express their opinions about why they previously broke the rules so that the punishment was imposed, about bad behavior and praising or rewarding children for correct behavior. According to (Aurora et al., 2024) Democratic parenting has a positive impact because children are raised with love so that children often appear happy, able to control themselves and are confident, and socially competent.

Based on the research data, it shows that of the 17 respondents (47.2%) with an authoritarian parenting style, 3 respondents

(17.6%) with normal fine motor development, 4 respondents (23.5%) with doubtful fine motor development, and 10 respondents (58.8%) with Deviation fine motor development.

From the results of the study, children who are raised with an authoritarian parenting style tend to have delayed and doubtful fine motor development. This may be due to the criteria or characteristics of an authoritarian parenting style which is quite strict with children and provides punishment if they make mistakes. The development of fine motor skills is

development that children need to achieve in creative activities that involve coordination between the eyes, hands and muscles in the fingers, such as cutting, painting, printing or stamping (Negara & Fauziah, 2022) One of the factors that influences fine motor development is the parenting style of parents towards their children. According to (Alma Amarthatia Azzahra et al., 2021) There are three categories of parenting styles: authoritarian, democratic, and permissive. Research conducted by researchers, consistent with Halima's 2023 study, showed that parenting styles correlate with fine motor development in preschool children.

According to (Wonosari & Bondowoso, 2024) Parenting styles aren't the only factor influencing a child's development. Parents must also pay attention to how they interact with and discipline their children. Parents should avoid punishing or distancing themselves from their children; they should guide and love their children so they can complete developmental tasks appropriate to their age.

The results of this study are in line with (Natania & Yusuf, 2023) The Relationship between Parenting Patterns and Fine Motor Development in Children Aged 3-4 Years at Permata Hati PAUD SPNF SKB Malang City with a sample of 24 respondents. A total of 21 respondents (87.5%) applied a democratic parenting pattern, consisting of 14

respondents (58.3%) whose fine motor development developed very well, as many as 5 respondents (20.8%) whose fine motor development developed as expected, and as many as 2 respondents (8.3%) whose fine motor development was still developing.

Based on the research above, it is known that parenting patterns can determine the fine motor development of preschool children. This is related to the way Parenting that isn't overly restrictive but still monitors a child's development. Therefore, overly restrictive parenting styles that regulate every activity can delay fine motor development and be inappropriate for the child's age.

CONCLUSION

Based on the data and results of the research that has been conducted, the following conclusions can be drawn:

1. The parenting style in this study was predominantly democratic, as found in 19 respondents (52.8%).
2. Fine motor development in preschool-aged children is generally normal, according to the study, which found 14 respondents (38.9%).
3. There is a relationship between parenting patterns and fine motor development in preschool-aged children (5-6 years old) at the Islamic Kindergarten of the Great Mosque of Pekanbaru City. From the results of the Chi-square test, *Square* obtained $p = 0.006 < \alpha = 0.01$, then H_a is accepted.

BIBLIOGRAPHY

- Alma Amarhatia Azzahra, Hanifiyatus Shamhah, Nadira Putri Kowara, & Meilanny Budiarti Santoso. (2021). The Influence of Parenting Styles on Adolescent Mental Development. *Journal of Research and Community Service (JPPM)*, 2(3), 461–472.
- Aurora, NSII, Meiranny, A., & Susilowati, E. (2024). Factors Affecting Early Childhood Social-Emotional Well-Being: Literature Review. *Indonesian Health Promotion Publication Media*, 7(4), 768–777. <https://doi.org/10.56338/mppki.v7i4.4940>
- Fuadia, N. (2022). Social-Emotional Development in Early Childhood. *Wawasan: Journal of the Jakarta Religious Education and Training Center*, 3(1), 31–47. <https://doi.org/10.53800/wawasan.v3i1.131>

- Iwo, A., Made, N., Sukmandari, A., Prihandini, CW, & Rank, S. (2021). Integrated Nursing Journal. *Integrated Nursing*, 3(1), 1–9.
- Jenny Arista Ningrum, Immawati, et al. (2023). Application of Health Education to Mothers About Growth Knowledge of Preschool Age Children (3-6 Years) in the Metro Pusat Health Center Work Area. *Jurnal Cendikia Muda*, 3(3), 364–370.
- Khadijah, & Amelia, N. (2020). *Physical Motor Development of Early Childhood*. Jakarta: Kencana.
- Latifah, A. (2023). The Role of the Environment and Parenting Styles in Character Formation in Early Childhood. *Khirani: Journal of Early Childhood Education*, 1(4), 146–156. <https://doi.org/10.47861/khirani.v1i4.640>
- Natania, MA, & Yusuf, A. (2023). J + PLUS: Journal of Non-School Education Students The Relationship between Parenting Patterns and Motor Development in Malang City Introduction. 12(2), 243–254.
- Negara, TDW, & Fauziah, HN (2022). Educational empowerment of PAUD teachers in creating inclusive, child-friendly educational games oriented towards SALINGTEMAS. *WISDOM: Journal of Early Childhood Education*, 3(2), 254–273. <https://doi.org/10.21154/wisdom.v3i2.5013>
- Panzilion, Padila, Tria, G., Amin, M., & Andri, J. (2020). Preschool Motor Development between Brain Gym and Puzzle Intervention. 2, 1–9.
- Widiana, W., Rudsiyani, I., & Kusumawardani, R. (2022). The Use of Gadgets on Gross Motor Development in Children Aged 5-6 Years. *Undiksha Journal of Early Childhood Education*, 10(3), 440–448. <https://doi.org/10.23887/paud.v10i3.51352>
- Wonosari, KEC, & Bondowoso, KAB (2024). PRESCHOOL IN KEMALA BHAYANGKARI KINDERGARTEN. 8(9), 59–65.