


Parenting Pattern and Socioeconomic Status through Parents Communication on Early Childhood Language Ability

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ARTICLE INFO	ABSTRACT
<p>Article history Received: June Revised: August Accepted: September</p> <p>Keywords: Language, Parenting, Socioeconomic, Communication</p>	<p>This study aims to describe the influence of parenting patterns and socioeconomic status on the ability to discuss early childhood cannot be directly felt even though it is very important in shaping language women, but the process needs to be through the quality of parental communication to children in Kindergarten of Anjir Muara District. This study uses descriptive quantitative methods. The population were 300 children and sample were 173 people using the proportionate random sampling technique. Data collection uses questionnaires and observation. Hypothesis testing uses Path Analysis. The results there is a relationship (1) parenting pattern and parent communication (2) the socioeconomic status and parent communication (3) parents parenting pattern and children's language ability (4) family socioeconomic status and children's language ability (5) parent communication and children's language ability (6) indirect relationship parenting pattern, parents communication on children's language ability (7) socioeconomic status through parental communication on children's language ability.</p>
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I. Introduction

Communication is an activity that is always done by everyone wherever he is, because communication is one the need for humans as social beings (Suriansyah, 2014). One form of communication is the ability to speak where the ability of speak helps children to adjust to the social Environment.

The family is obliged to provide all needs related to education. Parental care about the process the education of the son of his daughter in school was formed from the accumulation of experiences, Factors internally includes the background of life parents, relationships or interactions between parents with the son of his daughter, the level of education of the person old, economic level or income of parents (Aslamiah & Rizalie, 2017). The assumption that families who have high socioeconomic status of parents will not have much difficulty in meeting the needs of children, while families that have low socio-economic status will experience difficulties in meeting the needs of their children in this case the provision of stimulus. The work of parents who also includes indicators in socioeconomic status relates to children's speaking skills, parents whose work forces to work outside the home and lack of understanding of children's language development will have difficulty in providing stimuli to stimulate children's language development and rarely interact with children (Zaini, Saleh, & Noorhafizah, 2018).

Children from higher socioeconomic levels have an easy tendency to communicate because children are often encouraged to express their feelings. However, not all of the children in the socioeconomic level are high, the level of development of the language is longer and more complex, and on the contrary children who have a low social level far exceed many have longer and more complex sentences. The above explains above that it is possible for the family's economic status to be a benchmark for the development of children's language but is also tied to parenting applied by parents at home (Suriansyah & Aslamiah, 2015).

The parenting style applied must also be different, there are parents who use democratic, authoritarian and even permissive parenting depending on the child's own parents. Therefore, the results of child care will be different. This obviously will have an impact on children who are cared for and not only that will also have an impact on the development of children's language.

In addition, the family's socioeconomic status is one of the factors that play a role in language development in the family. According to (Sunarto, 2004) families with good socio-economic status will be able to provide a good situation for children's language development. This is of course from a family background and giving different life needs such as food, play facilities, communication with children, and parents' views on children, differences in the cultivation of moral values and habits at home.

Factors that influence children's communication are health, intelligence, socioeconomic conditions, gender, desire to communicate, encouragement, number in the family, birth order, methods of child training, multiple births, relationships with peers, and personality (Kemendikbud, 2013). Theoretically, early language recognition is needed to obtain good language skills, as stated by (Yusuf, 2000) that language development is influenced by health, intelligence, socioeconomic status, gender and family relationships.

Early age education is the initial foundation in shaping the character of children (Salasiah, Asniwati, & Effendi, 2018). The role of teachers and parents is very important in the development of children, especially in understanding the golden age of children as early as possible. When conducting this research the teacher found many benefits, including the teacher could understand that the child would be more active when the child was directly involved in the activity, the use of interesting media would foster the attention of the child, by directly practicing the child get his own experience, become a teacher not only tells the activity but the child immediately does so that the planting of an independent attitude that the teacher wants to achieve can run optimally (Safitri, Ahmad, & Saleh, 2018).

The school and parents must have a joint role in improving children's language skills. Supervisors is not good, even though the Kindergarten Principal's Motivation and Teacher Performance has been done well (Poernamawijaya, Sulaiman, Suriansyah, & Dalle, 2018). This is evidenced by the methods used by teachers in schools coupled with the ability of principals to regulate the quality of education in schools.

The purpose of this study is to describe: 1) the relationship between parenting and communication in children, 2) the relationship between family socioeconomic status and communication in children,

3) direct relationship between parenting and children's language skills, 4) direct relationship between family socio-economic status and children's language skills, 5) direct relationship between parent communication and children's language skills, 6) indirect relationship between parenting through parent communication and children's language skills, 7) indirect relationship between social status family economy through parent communication and children's language skills.

2. Methodology

This study uses descriptive quantitative methods. The population of this study were 300 children from 15 kindergartens in Anjir Muara District. The sample in this study amounted to 173 people using the proportionate random sampling technique. Data collection uses questionnaire and observation methods. Hypothesis testing using Path Analysis is assisted by SPSS 23 application. Path analysis is a statistical analysis technique developed from multiple regression analysis.

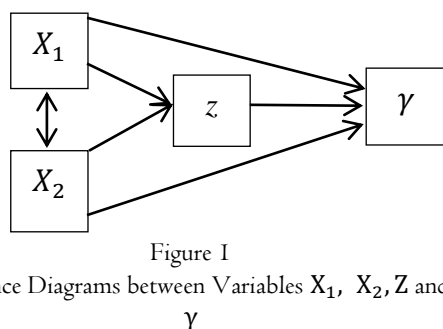


Figure I
Influence Diagrams between Variables X_1 , X_2 , Z and Y

Information:

X_1 = Parents' Parenting Pattern
 X_2 = Family Socioeconomic Status
 Z = Parent Communication
 Y = Children's Language Ability

3. Findings and Discussion

The results of the descriptive statistical analysis of respondents to the research variables.

Table 1 Frequency Distribution of Parents' Parenting Pattern

<i>Category</i>	<i>Frequency</i>	<i>Presentation</i>
permissive	34	19,7%
Authoritarian	56	32,4%
Democratic	83	48,0%
Total	173	100,0%

Table 2 Frequency Distribution of Family Socioeconomic Status

<i>Category</i>	<i>Frequency</i>	<i>Presentation</i>
very high	48	27,7%
High	35	20,2%
Total	173	100%

Table 3 Frequency Distribution of Parent Communication

<i>Category</i>	<i>Frequency</i>	<i>Presentation</i>
not good	13	7,5%
pretty good	10	5,8%
Well	59	34,1%
Total	173	100%

Table 4 Frequency Distribution of Children's Language Ability

<i>Category</i>	<i>Frequency</i>	<i>Presentation</i>
Undeveloped	35	20,2%
Began develop	33	19,1%
Developed	55	31,8%
Developing well	50	28,9%
Total	173	100%

For the next stage is the interpretation of the results of path analysis with multiple regression tests for each equation with the structure model I and model structure II. The summary results in table 5 below.

Table 5. Summary of Path Analysis Results

Structure Model I				
Parenting style, socio-economic status of the family towards parent communication				
Variable	Coefficient of Path	T	p	R ²
Parenting parents	0.923	31.087	0.000	0.133
Family socioeconomic status	0.931	33.287	0.000	

Structure Model II				
Parenting style, family socio-economic status, parental communication with children's language ability				
Variable	Coefficient of Path	T	P	R ²
Parenting parents	0.014	0.201	0.000	0.14
Family socioeconomic status	0.142	4.535	0.000	
Communication of parents	0.880	12.050	0.000	

Table 6. Summary of Decisions on Testing Hypotheses H1, H2, H3, H4 dan H5

	<i>Hypothesis</i>	<i>p</i>	<i>Decision</i>
H ₁	There is a positive influence and significance between parenting and parent communication	0.000	Accepted
H ₂	There is a positive influence and significance between family socioeconomic status and parent communication	0.000	Accepted
H ₃	There is a positive and significant influence between parenting and children's language ability	0.000	Accepted
H ₄	There is a positive and significant influence between family socioeconomic status and children's language ability	0.000	Accepted
H ₅	There is a positive and significant influence between parental communication and children's language ability	0.000	Accepted

Table 7. Summary of Decisions for Testing H6, and H7 Hypotheses

	<i>Hypothesis</i>	<i>Coefficient of Decision Relations</i>		<i>Decision</i>
		<i>Direct</i>	<i>Indirect</i>	
H ₆	Communication of parents is an intermediary for the influence of parenting style and children's language ability	0.014	0.812	Accepted
H ₇	Communication of parents is an intermediary for the influence of family socioeconomic status and children's language ability	0.142	0.819	Accepted

Language development of children from ages 0-6 years is a golden period and is very important. Children's language skills are obtained from the family, neighbors, school and playmates (Purwanti, Aslamiah, Suriyansyah, & Dalle, 2018). In addition, language skills are also included in character values developed through the curriculum at school. What the teacher teaches in the school results will be accepted by students and delivered to parents (Suhaimi & Rinawati, 2018). Language is a tool used by children to live together with other people (Wiyani, 2015). Children's speaking ability is seen from the number of children uttering words and the complex sentences that he utters at a certain time unit. Each child develops at a different speed despite having the same age. The biggest influence on children's language development is how much they are invited to speak. This is related to parenting from both high, medium or low economic status groups.

Parents' Parenting Pattern

A total of 83 people (48%) were more likely to choose option a from all the question items provided in the questionnaire, as many as 56 people (32.4%) who chose authoritarian and as many as 34 people (19.7%) who chose permissive. Of all the questionnaires distributed to 173 many parents who are more likely to choose democracy.

Family Socioeconomic Status

The overall results of the questionnaire filling in each respondent stated that the most choices were family socioeconomic status with moderate criteria of 58 people with a percentage of 33.5%. The results of the study also show the work of parents who are mostly farmers and housewives so that their children are cared for a lot and get spare time with parents, especially mothers.

Socioeconomic status in a family describes the condition of a person in terms of economics with a description of the level of education, income and employment. Every individual community would want a better socioeconomic status.

Parent Communication

The results of the dissemination of communication questionnaires conducted by parents with children can be said to be very good, there are 91 parents (52.6%).

Children learn first from family, then community environment. So that the first language known to children is the language that is in the family and society. Language skills in early childhood can be seen from the pattern of everyday children's communication. Children's communication starts with the family, especially from parents. There are children who keep trying to process words, express desires, and

express ideas. But there are also children who are quiet, lacking in expressing wishes and expressing ideas to teachers or friends. Children have a type of pattern of communication with parents in different daily activities, with the busyness of different parents, which influences their intensity of communication, exchanging stories or experiences and expressing ideas.

Children's Language Ability

Based on table 4 that there are 55 people (31.8%) children who can be said to develop language skills in accordance with the expectations of the art can be categorized as high. There are 35 children with a percentage of 20.2% who still have poor language skills and need to be considered by parents and teachers in improving children's language ability.

Language skills between parents and children are necessary to establish communication between them. Language is a tool to build communication. The intensity of communication between parents and children can encourage language skills and speaking skills in children.

Every child has a variety of intelligence and abilities with different levels depending on the process of growth and development. Language ability is a language development that needs to be developed in the world of children. Language ^{skills} will continue to be developed so that children are able to interact with the community. Children can convey what they think, be able to interact with the community, express expressions and express feelings to others. Children's language skills begin through the environment around the child's life.

The problem of time and opportunity is a determining factor for the success or failure of a meeting, in fact meeting family members to sit together at a time and opportunity is very important as a symbol of family intimacy. One form of communication is the ability to speak. The ability to speak is the ability to say sounds of articulation or words to express, express and convey thoughts, ideas, and feelings that children feel. Children's speaking ability is seen from the number of children uttering words and the complex sentences that he utters at a certain time unit. Each child develops at a different speed despite having the same age. The biggest influence on children's language development is how much they are invited to speak.

This is related to parenting from both high, medium or low economic status groups, which are certainly different in giving their life needs such as food, play facilities, communication with children, and

others. The family is obliged to provide all needs related to education. The assumption that families who have high socioeconomic status of parents will not have much difficulty in meeting the needs of children, while families that have low socioeconomic status will experience difficulties in meeting the needs of their children in this case the provision of stimulus.

The work of parents who also includes indicators in socioeconomic status relates to children's speaking skills, parents whose work forces to work outside the home and lack of understanding about children's language development will have difficulty in providing stimuli to stimulate children's language development and rarely interact with children. Children from higher socioeconomic levels have an easy tendency to communicate because children are often encouraged to express their feelings. Children also feel safe and fulfilled if they express their feelings and desires. Therefore, the socioeconomic level is a form that needs to be considered in the development of children's language skills. However, not all of the children in the socioeconomic level are high, the level of development of the language is longer and more complex, and on the contrary children who have a low social level far exceed many have longer and more complex sentences. The above explains above that it is possible for the family's economic status to become a benchmark for the development of children's language but also with parenting applied by parents at home.

The parenting style applied must also be different, there are parents who use democratic, authoritarian and even permissive parenting depending on the child's own parents. Therefore, the results of child care will be different. This obviously will have an impact on children who are cared for and not only that will also have an impact on the development of children's language. Language skills of boys and girls need to be considered because sometimes there is a relationship with parenting and family socio-economic status to support the ability of children to speak.

4. Conclusion and Recommendation

Based on the recapitulation of the results of the above research states that the hypothesis and research results show the same results in drawing conclusions, namely the existence of a significant relationship between independent variables, dependent variables and intervening variables.

The results: (1) there is relationship between parenting pattern and parent communication; (2) there is relationship between the socioeconomic status and

parent communication; (3) there is relationship between parents parenting pattern and children's language ability; (4) there is significant relationship between family socioeconomic status and children's language ability; (5) there is relationship between parent communication and children's language ability; (6) there is indirect relationship parenting pattern, parent's communication on children's language ability; (7) there is indirect relationship between socioeconomic status through parental communication on children's language ability.

The Recommendation: parents are expected to be able to spend time with children, do not limit their thoughts and desires and provide their opportunities in play or friends so that children dare to express their opinions, especially in speaking.

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