

# Analysis of Diana Baumrind's Parenting Style on Early Childhood Development

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## ABSTRACT

One of the most influential parenting figures in the world is Diana Baumrind. His studies on parenting are widely used as references by some scientists in various countries. On the other hand, the parenting theory he found was often associated with children's academic achievement. The purpose of this study was to describe and analyze Diana Baumrind's parenting style and its relationship to early childhood cognitive development. The research method used is descriptive qualitative with a literature study approach. The main data of this research is a scientific article from Diana Baumrind which contains parenting styles. The results showed that there are four parenting styles of Diana Baumrind that have an influence on children's cognitive development, namely authoritative, authoritarian, permissive, and neglecting. Each style has a different effect, both positive and negative. Parents can choose and determine the parenting style according to the needs and characteristics of the child's development. In short, every parent's support and motivation in parenting will determine the child's life in the future.

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## 1. INTRODUCTION

Children are a trust from Allah SWT that must be cared for and maintained as well as possible. In the Qur'an (66:6) it is stated that parents must protect themselves and their families from the torment of hell fire (Kemenag, 2018). Various attitudes, treatments, and forms of child care will be held accountable. Whatever the condition, parents are obliged to provide positive care for their children. In addition to maintaining the trust of Allah SWT, it is also to maximize the potential and development of children. Whatever the condition, every child is a masterpiece of God's masterpiece (Chatib, 2016). The presence of children must be grateful for by maintaining and caring for them so that they can grow and develop optimally. On the other hand, children are the buds, potentials, and young generations who will succeed the ideals of the nation's struggle which have strategic roles, characteristics and special characteristics so that they must be protected from all forms of inhumane treatment that result in

violations of human rights. (Undang-Undang Nomor 35 Tahun 2014 Tentang Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak, 2014). Therefore, parents are obliged to nurture and provide the right education for their children. Parents are prohibited from treating children arbitrarily without paying attention to their needs. In Indonesia, every child has the right to survive, grow and develop, and has the right to protection from violence and discrimination (Undang-Undang Dasar 1945 Pasal 28b, 1945). This explanation implies that parenting is very necessary so that children can grow and develop properly.

Parenting for early childhood has many benefits. In a hadith Rasulullah SAW said which means: "Every child is born in a state of fitrah, his parents make him a Jew, Christian or Magian" (Ulwan, 2012: 115). This hadith illustrates that parents have a very important role in a child's life. Therefore, parents must provide the best care for their children. Parenting provides opportunities for parents to stimulate and facilitate various aspects of children's development, such as religious and moral values, physical-motor, cognitive, language, socio-emotional, and artistic. According to Dexter (2014) quality parenting has a significant positive relationship with children's development. Positive parenting can stimulate children's intellectual development (Brooks, 2008). Finocchiaro (2016) explains that parents are important external factors for children's cognitive development. Parental involvement in parenting services and early intervention has a positive effect on children's achievement (Gerber et al., 2016; Kordi & Baharudin, 2010). These various opinions show that parenting is very important for early childhood development, both intellectually and socially emotional.

Various studies show that parenting has a positive impact on children's health and development. According to Berns (2010) in general parenting has several objectives, including: ensuring physical health and safety; to develop behavioral capacities for self-preservation with economic considerations; and for the fulfillment of behavioral capacities to maximize cultural values, for example morality, nobility, achievement. Correspondingly, the National Institute of Child Health and Development explains that good parental care, affection and warmth, and age-appropriate positive stimulation from birth onwards make a huge difference in cognitive development throughout life (Morrison, 2015). So it can be understood that parenting has the first and foremost position in stimulating and helping develop various abilities, interests and talents of children. Therefore, this research is very necessary, so that parents have the right understanding in nurturing, raising, and caring for their children.

There are various types and theories of parenting, but the most popular and influencing parenting experts and used as a reference in recent decades is Diana Baumrind's parenting style (Brooks, 2008). The results of his research on parenting have inspired and influenced many people in various countries, including Indonesia. Many studies have been produced by researchers referring to the concept and style of parenting from Diana Baumrind (Dehyadegary et al., 2012; Kordi & Baharudin, 2010). Diana Baumrind is a scientist who focuses on parenting studies from the University of California, Berkeley, America. His findings on parenting are widely published and become a global reference. There are four parenting styles proposed by Baumrind, namely authoritative, authoritarian, permissive, and neglecting (Baumrind, 1966; Holden, 2010). These four parenting styles have a major influence on children's development. Parenting is the attitude of parents in controlling the behavior of children (Baumrind, 1966). Parenting is a way for parents to raise their children so that they become educated and trained (Santrock, 2003).

Based on this description, this study is intended to analyze and describe the types of parenting and their relationship to early childhood development. The main question of this research is what is the form and implementation of parenting style? And how does it relate to early childhood development? It is hoped that the results of this study can provide scientific contributions and become a reference for parents in determining parenting patterns to support early childhood development.

## 2. METHODS

This study uses a qualitative method with a literature study approach. Primary data was obtained by analyzing the works of Diana Baumrind in the form of articles on parenting typology. Secondary data were obtained from articles from other people who studied parenting typology from Diana Baumrind. Each parenting pattern is explained clearly, both in terms of characteristics, scope, and its relationship to child development. Various advantages and disadvantages of parenting styles are disclosed in this study in order to obtain an accurate picture according to the needs and development of children. The validity of the research data was carried out by increasing persistence and comparing one article with another that had been published by Diana Baumrind and other researchers. Through this literature review, he hopes to gain a clear understanding of the typology of parenting and its relationship to early childhood development. As explained by Taylor & Procter (2010) that literature review is an activity of reviewing and analyzing various literature materials that have been published by academics or researchers related to the topic to be studied.

## 3. FINDINGS AND DISCUSSION

Parents have different parenting styles. Diana Baumrind is an expert in parenting from California Berkeley University, USA. She classified parenting into four types, namely authoritative, authoritarian, permissive, and neglecting. Parents must understand the characteristics and implementation of this type of parenting in order to provide the best care services to support various aspects of child development.

From the results of studies and analyzes of various scientific works on parenting, both in the form of journal articles and books, two main things can be described regarding Diana Baumrind's type of parenting, namely: 1) the type of early childhood parenting; 2) the relationship between parenting and early childhood development. Each of these themes is explained as follows:

### 3.1 *Parenting styles in early childhood*

There are many types of parenting that can be used by parents in caring for early childhood. As a parenting style developed by Diana Baumrind. Each of these parenting types has different characteristics from one another. Diana Baumrind classifies the types of parenting based on the demands and responses of parents. As explained by Rub (2013) that parenting is a form of treatment and control of children based on the demands and responses of parents. Demands and responses to children are an illustration of the type of parenting used by parents (Brown & Iyengar, 2008). Menurut Kordi dan Baharuddin (2010) bahwa berbagai strategi dalam mengasuh anak merupakan gambaran dari tipe parenting yang digunakan oleh orang tua. Tuntutan atau yang dikenal dengan demandingness merupakan karakteristik tipe parenting yang menekankan kedisiplinan dan kepatuhan pada anak, sedangkan respon atau sering disebut responsiveness adalah tipe parenting yang lebih peduli, hangat, dan mendukung keinginan anak (Baumrind, 1991; Baumrind et al., 2010). Dengan demikian dapat dipahami bahwa tuntutan dan respon terhadap keinginan anak merupakan gambaran tipe parenting yang digunakan orang tua. Berdasarkan tuntutan dan respon orang tua dalam pengasuhan anak maka tipe-tipe parenting dapat dijelaskan sebagai berikut:

#### *Authoritative type*

Authoritative is a type of parenting that has high demands and responses (Baumrind, 1991). This type is characterized by the attitude of parents who are disciplined and responsive to the needs and desires of children. As stated by Brenner and Fox (1999) that the authoritative type is characterized by responsive parents and still wants discipline in children naturally. According to Baumrind (1966) the authoritative type is a type of parenting that is very firm, but still provides leeway for children to make their own decisions. Parents with the authoritative type always prioritize affection and communication with children goes well (Myers-Walls et al., 1986).

The authoritative type has many benefits for early childhood development, including being able to train children's independence, discipline, and self-confidence. According to Santrock (2009) the authoritative type can make children independent and more disciplined. Children's discipline is formed from the rules and controls applied by parents. Strict rules and controls from parents can make children more independent (Brooks, 2008). In this type, the child's choices and wishes are highly respected. In addition, children are given the freedom to make choices, although there is still parental control and guidance. With this kind of parenting, children are given the opportunity to explore as they wish (Brooks, 2008). The explanation can be understood that the authoritative type is a form of parenting that is very firm and responsive which is able to train children's independence and discipline.

### ***Authoritarian type***

Authoritarian is a parenting style characterized by high demands from parents, but very low responses (Baumrind, 1991). Parents have strong demands and control over the wishes of their children. This type of parent only requires the child to obey the orders he gives. Very little support for the child's wishes and parents prefer to punish the child. According to Baumrind et. al. (2010) parents with authoritarian types are more likely to restrain and limit their children's desires. Their attitude is less warm and tends to treat children arbitrarily.

Psychologically, the authoritarian type is considered detrimental to children, such as being restrained, pessimistic, and not having good independence. There is pressure and control from parents, children are not independent and lose confidence. This type requires children to always follow orders and get a little attention and warmth from their parents (Santrock, 2009). According to Holden (2010) this authoritarian type can make children unhappy, pessimistic, shy, and untrustworthy. Thus, it can be understood that authoritarianism is a type of parenting that makes parents the most correct and powerful, thus demanding obedience from children. Moreover, they have a harsh and sometimes rude attitude towards children.

### ***Permissive type***

Permissive parenting is characterized by low demands from parents, but very high parental response or attention. This parenting style is the opposite of the authoritarian type. Permissive parents are more likely to be responsive to their children's wishes than demanding ones (Baumrind, 1991). Children are given the freedom to regulate and determine their own desires, as a sign of interference from parents. According to Baumrind (1971, 1978) this kind of parenting is characterized by weak control and parents prefer to free their children's desires.

The permissive type is often referred to as open parenting. That is, parents give freedom to what children do. they let the boy do what he wants. According to Turner and Welch (1986) in this kind of parenting there are not many demands from parents. Therefore, they give maximum freedom to children, rarely punish children, and let children make their own decisions.

### ***Neglecting type***

Neglecting is defined as a type of parenting that allows or ignores children. This type is in contrast to authoritative, where the demands and responses of parents to the child's wishes are equally low. Santrock (2009) states that neglecting is a negligent type of parenting. In this type of parenting, parents tend to not care about the needs of their children (Lestari, 2014). They simply do not want to be involved in the child's life. Therefore, in the neglecting type, the communication between parents and children is not well established, and there tends to be no positive communication. All desires, needs, and responsibilities are left entirely to the children themselves. This condition makes children neglected and not properly monitored for their growth and development.

### 3.2 Relationship between parenting type and child development

Parenting patterns are very influential on the growth and development of children. The type of parenting chosen by parents can determine a child's achievement (Fadlillah, 2020). Therefore, there is a very close relationship between parenting and child development. In other words, the form of parenting can determine the future of the child. The better the quality of care provided, the better for the continuity of the child's growth and development. Baumrind (1966) states that any parental control can influence a child's behavior.

There are four types of parenting from Diana Baumrind that are very influential and have a close relationship with child development, including: authoritative, authoritarian, permissive, and neglecting. The four types have different effects from one another. Parents with the authoritative type will have a different influence with neglecting. Likewise, the authoritarian type will have a different effect than the permissive type. In principle, each type has different characteristics so that it also affects the development of children. So it can be concluded that various forms of parenting have a big impact and influence on children's lives in the future. According to Owen as quoted by Morrison (2015) states that children's behavior, beliefs, and achievements are strongly influenced by their environment. In this context, the closest environment to children is the family. Parents are the closest environment for children who provide care and education for the first time. Guidance, nurturing, and education provided by parents have a strong influence on development and can determine the child's personality in the future.

Studies on the type of parenting and its relationship to the development and achievement of children have been carried out by many experts. Fadlillah et al. (2020) states that the type of parenting can affect the socio-emotional development of early childhood. Furthermore, he continued, he explained that the authoritarian type had a negative impact on children's social and emotional states, while the authoritative type had a more positive impact on children's socio-emotional behavior. In line with that, Deter & Stacks (2014) explained that quality parenting has a significant effect on child development. In addition, parenting also plays an important role in the social development of children (Baumrind, 1991). Parenting is believed to stimulate various aspects of child development. As explained by Bornsstein in Rub (2013) that parenting has a direct effect on children's social functions, both moral and academic development. These explanations show that parenting plays an important role in a child's life. Therefore, parents must show and treat children according to their needs and developmental characteristics.

In addition to having an influence on social emotional development, the type of parenting can also affect children's achievement or cognitive development. According to Kordi dan Baharudin (2010) it is explained that the attitude of parents and the type of parenting that is carried out have a strong correlation with children's achievement in school. This is also confirmed by Brown dan Iyengar (2008) that achievement, self-esteem, and self-development of children are significantly influenced by the form of parenting applied by their parents. In other words, parenting patterns greatly determine the development and intelligence of children. According to Finocchiaro (2016) parents are one of the most important external factors for children's cognitive development. Creative and quality parenting can stimulate children's intellectual development (Brooks, 2008). Direct involvement of parents in the care and education of children can have a positive impact on their achievement (Gerber et al., 2016). As explained by the *National Institute of Child Health and Development* (NICHD) that the right parenting, warmth, affection, and positive stimulation of parents can influence and make a huge difference to a child's cognitive development throughout his life. (Morrison, 2015).

The relationship between parenting and child development is described very clearly by Berns (2010) as follows:

1. The authoritative type has the characteristics of controlling and treating children flexibly, has rational demands, has a warm, caring, communicative attitude, enforces discipline and independence. With this authoritative type, the child's independence will be awakened, very cooperative, and able to explore well. Based on several research results indicate that the

- authoritative type is very good for children's development, both in terms of social emotional and cognitive. Kordi dan Baharudin (2010) stated that the authoritative type significantly influences children's achievement in school. In addition, this type of parenting also affects the mental health and emotional development of early childhood (Fadlillah et al., 2020).
2. The authoritarian type has strong control characteristics and tends to treat children arbitrarily, and does not even hesitate to give punishment. Parents do not show a warm attitude and are more demanding of children. All orders and wishes of parents must be followed by children. With this type, children become timid, lack self-confidence, feel dissatisfied and always harbor suspicions.
  3. Some people argue that the authoritarian type is very bad for a child's development. Fadlillah et al. (2020) states that harsh and harsh treatment of children can be bad for children's mental health. For this reason, parenting like this must be avoided so that children can develop optimally. Although this authoritarian type seems arbitrary, some people say that this type also has a positive impact on children's development. Several research results reveal that the authoritarian type has a positive influence and is able to improve children's academic abilities (Lestari, 2014; Li & Xie, 2017), but for social so less. In line with that, Lestari (2014) explains that parents with authoritarian parenting type assume that children are a mandate that must be accounted for, so that everything they do is aimed at making children better.
  4. The permissive type has the characteristics of unlimited freedom. This means that parents give their children the freedom to do whatever they want. Parents do not demand their children. The permissive type has an influence on children's development, including children being less/poor in their independence, being too aggressive, and not being creative. Brooks (2008) explains that with this kind of parenting, children are less independent and do not have self-control and are classified as immature figures.
  5. The neglecting type is characterized by neglect of the child's activities and desires. Parents tend to give freedom and let children do the activities they want without any demands or positive responses. Parents have no concern for their children at all. In other words, children are allowed to do as they please without any interference from parents. Neglecting type is not very good for child development. This type has a negative impact on the development of cognitive, emotional, social skills and behavior. In addition, the attitude of self-control and the child's self-confidence level is very low.

From these explanations, it can be understood that the types of parenting from Diana Baumrind have a relationship with child development, both positive and negative. Therefore, parents must care and be sensitive to the development of their children. Parents must be able to choose the type of parenting that suits the needs and characteristics of the child's growth and development. Various types of parenting directly or indirectly play an important role in children's lives in the future. As explained by Brooks (2008) that parenting has many benefits for early childhood, including: 1) protecting children from various negative risks; 2) provide positive experiences to maximize children's potential; 3) become a guide or advisor in the child's life; and 4) become positive energy for children. Parents are like a gardener, where he must take care, maintain, and provide fertilizer so that it can grow and develop so that it can bear fruit (Morrison, 2015). Thus it can be understood that parents must be able to be good caregivers, have care, warmth, and are always responsive to the wishes of their children. Through proper parenting, children's growth and development can be maximized.

#### 4. CONCLUSION

The type of parenting offered by Diana Baumrind has a close relationship with various child developments. The attitude and treatment of parents will determine the achievement and future of the child. It takes care and active role of parents in maximizing the growth and development of children. Types of parenting such as, authoritarian, authoritarian, permissive, and neglecting can be the choice of parents in caring for their children. However, in determining the type of parenting

pattern, it must be adjusted to the child's growth and development. Do not let the child's growth and development be hampered because parents are wrong in raising children. Parenting patterns are the initial determinants for the success of children in the future.

The limitation of this study is that it is theoretical in nature so it needs to be implemented in early childhood education. Therefore, research is needed on the implementation of parenting styles on early childhood development.

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