



Parenting Patterns and Their Implications for the Development of Early Childhood Social Attitudes

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Abstrak

Penelitian ini bertujuan menganalisis pola pengasuhan orang tua dan implikasinya terhadap perkembangan sikap sosial anak usia dini. Penelitian ini adalah penelitian kualitatif yang menggunakan desain studi kasus di kelas B Raudhatul Athfal (RA) Al-Is Syah Hakim Medan yang berlokasi di Jl. Karya Jaya, Sumatera Utara. Informan utama penelitian ini adalah orang tua siswa yang menjalankan pengasuhan di lingkungan keluarganya. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data melalui tahapan yang dikembangkan oleh Miles dan Huberman. Pemeriksaan keabsahan data menggunakan triangulasi sumber dan teknik. Hasil penelitian ini menunjukkan bahwa pola pengasuhan yang diterapkan orang tua anak usia dini kelas B RA Al-Is Syah Hakim Medan, dapat dikategorikan menjadi tiga pola, yaitu pola pengasuhan permisif, otoriter, dan demokratis. Pola pengasuhan yang paling dominan diterapkan oleh orang tua di rumah adalah pola pengasuhan permisif. Pola pengasuhan permisif berimplikasi terhadap kecenderungan anak memiliki sikap sosial rendah. Pola pengasuhan orang tua berimplikasi terhadap kecenderungan anak memiliki sikap anti sosial. Pola pengasuhan demokratis berimplikasi terhadap kecenderungan anak memiliki sikap prososial.

Kata Kunci: *pola pengasuhan orang tua; perkembangan sikap sosial; anak usia dini.*

Abstract

This study aims to analyze parenting patterns and their impact on the development of early childhood social attitudes. This research is qualitative research using a case study design in class B Raudhatul Athfal (RA) Al-Is Syah Hakim Medan, on Jl. Karya Jaya, North Sumatra. This study's primary informants are the parents of students who carry out their family environment care. Data collection techniques were using observation, interviews, and documentation. Data analysis was through stages developed by Miles and Huberman. Checking the validity of the user data was through the triangulation of sources and techniques. This study indicated that the parenting patterns of early childhood parents of Class B RA Al-Is Syah Hakim Medan consist of three styles, i.e., permissive, authoritarian, and democratic parenting. The most dominant style of parenting parents as permissive parenting. Permissive parenting pattern has implications for the tendency of children to have poor social attitudes. Authoritarian parenting pattern has consequences for the tendency of children to have anti-social attitudes. The style of democratic parenting has implications for the tendency of children to have prosocial attitudes.

Keywords: *parenting styles; the development of social attitudes; early childhood.*

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Introduction

The process of developing the competence of a child's social attitude requires the help of others, and the first and foremost responsible persons are the father and mother as the child's parents (Yanizon, 2017). Children are developing individuals who need special attention from their parents (Slameto, 2010). Children are born into families. They receive the first care and education from their father and mother. They nurture great affection, pay attention, supervise its growth and development, and educate it on essential things in preparation for life in society both as individual and social beings (Helmawati, 2016). Parents' efforts to help develop children's competence by providing appropriate care will allow children to develop all aspects of their competence. Providing proper care for children will have an impact on their social competence (Slameto, 2010). The education provided by parents in the family will significantly affect the fundamental character of the child at the next stage of development, including the development of the child's social aspects (Satya Yoga et al., 2015; Ardila et al., 2016; Setiardi, 2017; and Rofiq & Nihayah, 2018).

Many parents believe that if their children have been educated at school, the responsibility to educate their children is entirely the school's duty, even though schools only help families educate their children (Helmawati, 2016). Some parents are busy working because they are busy working, which then reduces the intensity of guiding their children. Parents assume that after they send their children to school and provide all the necessary facilities, they can improve their learning achievement. Parents ignore other children's needs, such as caring, warmth, and giving motivation (Hedyanti et al., 2016). Even though children have attended traditional schools, parents' role is still paramount considering that their time is more than at school. The school should continue the education of children that have been performed by their parents at home, and whether or not education at school is also influenced by education in the family. If education in the family can provide the basics of good education for children, the child will likely develop well in undergoing the next stage of education at the formal education level in schools and living real life in the community (Sukaimi, 2013; Nurmadiyah, 2016; Nurlina, 2019).

Recently, various negative behavior phenomena in children are often seen in everyday life, as reported in print, electronic, and internet media. Examples of negative behavior carried out by early childhood include speaking impolitely. Children like to laugh at or sneer at other children who are different from them, enjoy imitating violent scenes, also imitating adult behavior that children should not have done, stealing and physically injuring their friends. According to the explanation of Maria Advianti (2014), cases of violence have also occurred at the Early Childhood Education (PAUD) level. KPAI has received reports of cases of children committing violence against their friends at school. Among the cases of violence perpetrated by a child, an example occurred at Kindergarten (TK) in East Java several years ago against younger classmates, which caused the victim to experience injuries to their face (Warsono, 2016). Another case occurred in a kindergarten in the Lampung area, where a male student seized a female student's lunch meal (Sulis, 2016). This kind of negative behavior of children is very worrying, considering that the child's world should be a world full of joy, affection, and pleasure to develop themselves, most of which is filled with learning through various kinds of games in their surroundings (Khoiri, 2016).

The Indonesian Child Protection Commission (KPAI) stated that the cause of the high rate of child abuse was due to the lack of quality care from parents. This is based on the results of a survey conducted by KPAI in 2015, which found that only 27.9% of fathers and 36.6% of mothers sought quality care information before marriage. This means that the preparation of the parents' knowledge is still far from ideal. The survey also found that 66.4% of fathers and 71% of mothers imitated the parents' parenting. The study also showed that only 47.1% of fathers and 40.6% of mothers communicated with their children for one hour. KPAI assesses that the lack of communication has an impact on the quality of caregiving itself. Lack of communication between children and parents causes children to withdraw from the social environment or vice versa. Children show non-social (asocial) behavior such as hitting, shouting, and disturbing friends to be accepted by the social environment in the wrong way. There are even children who are very quiet at school, but they are extraordinarily active at home. This shows the poor social skills of the child.

In general, the role of mothers is more significant and takes more initiative in parenting than fathers. Even though the father and mother are needed by children in their growth and development (Sasongko, 2016). The Head of the Research and Study Division of KPAI, Rita Pranawati, explained that the challenges of contemporary developments and technology today require knowledge and different parenting patterns from their parents' care before (Sasongko, 2016).

Symptoms of negative behavior similar to the cases above also occurred in Raudlatul Athfal (RA) Al-Is Syah Hakim Medan. Based on the researchers' observations, negative case symptoms were found, such as a lack of social interaction between children and peers. Children do not seem to have adequate sympathy for friends, so that children do not have a sensitivity to their social environment. For example, children are shown various behaviors by hitting a friend when their toy is taken, shouting when talking to a friend, and speaking harshly to a friend. Some children are hushed and do not get along with other friends. This violent behavior that occurs in children according to an adult's point of view may look quite simple, but it is a symptom of negative behavior, and parents must be careful because what children do to their friends can then develop into more serious negative behavior.

Departing from the problems described above, it encourages the researchers to examine parenting patterns and their implications for developing social attitudes of early childhood in class B at RA Al-Is Syah Hakim Medan. This RA is located in a housing complex where the majority of students come from upper-class families. Most of the conditions are that both of the child's parents are working. According to the research results, it is feared that this will reduce the quality of care for their children (Maulina et al., 2019). Besides, due to the students' parents' busyness at work, the intensity level of direct face-to-face meetings between the teacher and the students' parents is also sporadic. The child is picked up by the grandmother or by the caregiver and even by the neighbors. This problem is fundamental to finding the characteristics of parents' parenting patterns towards their children. Therefore, this study's results can be used to reference parents in caring for their children appropriately.

Several other researchers have researched with the theme of early childhood care, including research on parenting patterns with children's emotion and behavior (Rosli, 2009; Braza et al., 2015; Robbiyah et al., 2018; Acar et al., 2019), research on parenting patterns concerning children's learning achievement at school (Pong et al., 2010; Talib et al., 2011), research on parenting patterns about the formation of child discipline (Hastami, 2017), research on parenting patterns concerning the development of children's moral values (Jeti, 2017), the influence of parental care on executive function in early childhood (Fay-Stammach et al., 2014), and research on parental communication patterns concerning children's speaking ability (Yanizon, 2017). Another research was conducted by Ren and Pope Edwards (2015), who examined the relationship between Chinese parents' expectations for developing children's social-emotional skills, parenting styles, and children's social competence. Blissett (2011) examines the relationship between parenting styles, eating styles and feeding practices, and consumption of fruits and vegetables in early childhood. Sarwar (2016) researched to see the influence of parents and parenting styles on children's behavior. Fatkhurohmah et al. (2019) examine the form of the father's parenting and its relationship with parental attachment. Looking at the theme of the study, it can be understood that these studies take different focuses. Some of them focus on certain parenting patterns, for example authoritarian and democratic parenting patterns related to aspects of children's behavior, such as emotion, discipline, speaking ability, and so on. There are also those who see parental parenting patterns in general associated with certain aspects of behavior, such as children's emotions or children's discipline. This research looked at general parenting patterns, especially those carried out by the mother, which was then associated with the development of social attitudes in early childhood.

Methods

The research method used is qualitative research. This research aims to describe holistically and deeply about parenting patterns, especially mothers, and its implications for developing early

childhood social attitudes (Ghoni & Almansur, 2012). This research was conducted with a case study in class B of RA Al-Is Syah Hakim Medan, located on Jl. Karya Jaya, North Sumatra. The primary informants of this research are the parents of children who care for their family environment. Information obtained from parents is confirmed with information from the teacher as a supporting informant. This study also involved children as informants to see to what extent they felt parenting role in developing their social attitudes.

Data collection was using the method of observation, interviews, and documentation. The observation method was used to collect data related to class B children's social attitudes in RA Al-Is Syah Hakim. This research's type of observation is passive participation observation (Nasution, 2003; Kasiram, 2010). Observations are made inside and outside the classroom by observing children's social attitudes when participating in learning and playing activities. Interviews were conducted with parents, teachers, and children. Interviews with class B parents and children were directed to obtain data on parenting patterns. Interviews with teachers were made to obtain data on the development of children's social attitudes. The interview was conducted in line with the researcher's points (Siregar, 2015). The documentation method was used to collect data about the assessment of the social attitudes of class B children in RA Al-Is Syah Hakim, school profiles, vision, mission, and school objectives, data on children and their parents, and photo data related to children's activities, and work results related to the development of their social attitudes.

The data analysis was carried out in a descriptive qualitative manner with the analysis steps proposed by Miles and Huberman (1992), i.e., data accumulation, data reduction, data display, and conclusion drawing/verification (concluding/verification). The researchers tested the data's validity using the triangulation technique, which includes two modes, triangulation of sources and techniques.

Results

This study seeks to analyze parenting patterns and their implications for developing early childhood social attitudes with a case study in class B at RA Al-Is Syah Hakim Medan. There are two main points discussed in the study, the parenting patterns applied by the parents of students and its implications for the development of social attitudes of early childhood class B at RA Al-Is Syah Hakim Medan.

Parenting Patterns for Class B Early Childhood Parents in RA Al-Is Syah Hakim Medan

There are three parenting patterns applied by parents of class B students of RA Al-Is Syah Hakim Medan in educating their children, i.e., permissive parenting, authoritarian parenting, and democratic parenting. NL practiced permissive parenting as AZH parents. NL's parenting patterns in educating their children are characterized by over-spoiling the children because they feel comfortable and not confined. Even all the child's wishes are obeyed by the parents so that the child does not feel inadequate, and the parents are also calm, not seeing the child sad or whining because they feel less. Parents often give in with their children and only prioritize material needs. The conditions of such parenting patterns can be understood from the results of the following interview conducted on January 9, 2019:

"I still allow anything for my child, OK? She is a little child, so she has to be pampered, so I do not restrain my child. In my opinion, Amira wants to do anything with her mother. Moreover, what does the child want and where to go while I can give her, I will. Because I work for my family, I give her, and I will facilitate it not to lack my child. Furthermore, the most important thing is that my child wants me to stay at home when I go to work, and she does not disturb my work. That is why I have to fulfill my child's desire."

Parents who use authoritarian parenting for children tend to emphasize their children's obedience. They tend to give orders and prohibitions to children. They also always feel that it is impossible to be wrong, and they are never wrong in raising children, and they have full responsibility for the child's future. The authoritarian parenting style is as practiced by SR in

educating her children (AA). The practice of such parenting patterns is as illustrated by the following excerpt from the interview conducted on January 7, 2019:

"I do not know. What is clear is that I always educate my child to be obedient to their parents. If she does not obey, I always give sanctions to deter and do not repeat it, and Alya can be more disciplined. Because I know my child is still very young, she has to follow her parents' directions. For me, the parents' decision is the best for their child. For example, I put her in Kumon. This is so that Alya can be smart and excel in her class. If Alya sometimes does not want to go to Kumon, I will scare her to go. Because I believe children as early as possible should be forced to get used to being obedient until they grow up. This is similar to the way my older sibling taught their child. My mother was also the same."

Based on the excerpt from the interview results above, it can be understood that SR as AA's parent applies a parenting pattern marked by the characteristics of parents who often give orders or instructions to children so that the children become obedient, tend to punish children because the child is disciplined, and rarely hear the opinions of children. Parents expect their children to follow the rules without discussion or compromise. As a parent, SR uses this parenting pattern for various reasons, including the experience she got from her parents when educating herself and her siblings, and the way her older siblings educate their children is also the same. SR believes that this parenting style is the best way to keep her child under her control.

DS practices the pattern of democratic parenting as APGP's parent. DS looks more at the child's needs (APGP) by giving the child the freedom to choose one option and limit it in matters relating to something that is not good or appropriate. This is as revealed from the results of the following interview conducted on January 8, 2019:

"Nothing, it is just that my husband and I follow the child. What does he like? Nevertheless, we also have limits. We do not say yes to everything he wants. We cannot fulfill some things, for example, games that are not suitable for his age. We also cannot allow them even though sometimes the child becomes cranky but, fortunately, Aditya is not the type of child who likes to cry and scream in the shop while waiting for his toy."

Implications of Parents' Parenting Patterns on the Development of Early Childhood Social Attitudes

Parents who use permissive parenting for children have implications for children's tendency to be less independent and insecure, egocentric, spoiled, high dependence on parents, less emotional control, slow child maturity, and uncontrolled growth. This is like what happened to AZH, whose parents apply the permissive parenting type. When researchers made observations, it was seen that AZH had a bad attitude. When her mother escorted her to school, AZH had difficulty separating from her mother. She kept holding her mother's hand. Her teacher had to persuade her to part with her mother. AZH's mother several times had to promise her something like a new toy or something so that she wanted to go to her class. Besides, when learning activities took place in class, researchers saw that AZH had a dominating attitude over her friends, which also happened when she was at the center and during recess. AZH also looks less independent. For example, when she entered the class, she wanted her shoes removed and took the book out of her bag. She asked her teachers to help her. AZH's independence should have been fulfilled for her age, but researchers see that it has not developed. The results of these observations are in line with the results of the following interview excerpt with Mrs. Rini, which was conducted on February 15, 2019:

"For AZH's cognitive development, compared to her peers is a bit behind, she continues to be extraordinarily spoiled, always wants to be helped. As a result, AZH is less independent and even classified as not independent, in my opinion. The trivial thing is how she closes her bag. She always asks the teacher, how is this? Nevertheless, the teacher must be patient. From an emotional perspective, she likes to throw tantrums at her friends. Even her egocentricity is extraordinary. She wants to control everything, like in the block center. If AZH had already held a block, her friends could not hold one, so finally, AZH and her friends

often quarreled because AZH was always controlling AZH cares less about her friends. Indeed, she still has to be more independent, even until now. Currently, if she goes to school, her mother cannot go straight away. So, the teacher must first greet at the door of the classroom by providing motivation and enthusiasm first before the children are willing to let their parents leave."

Authoritarian parenting patterns have implications for the development of negative social attitudes for children. The development of this social attitude is like what happened to AA. The development of AA's social attitudes is low. AA seems to have an anti-social attitude with AA's symptoms that tend to be quiet, shy, timid, like to be alone, play alone, difficult to adapt to peers, lack of courage in expressing opinions, and even very rarely voices come out of her mouth. The researchers tried to approach her and tried to communicate with AA, but AA only answered a word or two. She is often seen nodding as a sign of affirmation and shaking her head as a sign of no. AA seems very difficult to adapt to her peers. When the researchers entered the class to follow the learning process, the teacher was asked to mention the blackboard letters. However, AA appeared to be terrified. The results of this observation are in line with Teacher Rini's following statement when interviewed by researchers at school on February 12, 2019:

"AA is smart, what is it, the one thing that might be found as disturbing was her social development, the child rarely make a scene in class, maybe because AA is quiet, timid, likes to be alone, plays alone in class, is also less brave in expressing her opinion. Moreover, when asked to come forward to sing, she does not want to. Now, the teachers are constantly encouraging the child to be brave and independent, but yes, it is in school, but if the child is not helped at home, no wonder then."

Parents who apply democratic parenting have positive implications for the development of children's social attitudes. Children will become more independent, have high achievements, find creative ideas according to their development level, dare to express opinions, be enthusiastic in doing activities, respect their parents and other people, and have many friends. Besides, children feel safe because they always get attention and a clear direction in life. Therefore, children who come from democratic families tend to have responsibilities and are optimistic about the future. This condition is like what happened to a student named APGP. Based on the observations of researchers, APGP looks easy to get along with his peers. He is also independent, and even several times, researchers have seen that he likes helping his friends. When playing outside the classroom during recess, the researchers paid attention to APGP's attitude when a friend fell and spilled the drinking water in his friend's drinking bottle. APGP wanted to help this friend. Even what impressed the researchers was he took his drink and poured it into his friend's spilled drink bottle. When he is learning, he looks active, likes to ask the teacher questions, looks very curious, wants to express his opinion, and is very enthusiastic about learning. APGP also has high self-confidence and loves to appear in front of the class without even asking the teacher. The results of these observations are in line with Teacher Iis' following statement when interviewed by researchers at school on February 12, 2019:

"Aditya is a smart child; he has great curiosity; his general knowledge is also good; his cognitive is good; his social attitude also develops as expected, then he completes his tasks well. So, in my opinion, Aditya is perfect for his age. Aditya also likes to express opinions, likes to work together, and helps friends and teachers, loves to appear in front of his friends. Even for our sub-district competition, educators send Aditya to compete in individual categories. His development is also in balance with their physical condition, and his motor development is in line with his age. Aditya also likes to help his friends."

Discussion

Parenting is an integral part of every individual child's life. Parenting is a complex activity that includes many specific behaviors individually and collectively to influence a child's development (Darling, 1999). According to Boivin and Bierman (2013), parenting is a pattern of

interaction between parents and children built from children to adults. Departing from this definition, parenting can be understood as an effort to foster relationships and communication attentively so that children grow and develop into adult individuals and can create harmonious conditions in the family and community environment. According to Baumrind (1966), There are three parenting styles, permissive, authoritarian, and authoritative. Based on the data collected in this study, it was found that the parenting patterns applied by the parents of class B students at RA Al-Is Syah Hakim Medan in educating their children were three patterns of parenting, permissive parenting, authoritarian parenting, and democratic parenting. Of the three types of parenting, parents' most dominant parenting pattern at home is the permissive parenting pattern.

The permissive parenting pattern used by NL to her child, AZH, has the following characteristics: (1) the parents do not support the child to comply with the rules; (2) Parents often obey children excessively and do not provide clear and consistent rules or punishments, and even always yield to children; (3) Parents educate their children by spoiling them excessively and even indifferently or being indifferent; (4) Parents provide opportunities for children to organize their activities as much as possible; (5) Parents only prioritize material needs; and (6) Parents and children do not have good intimacy and relationships in the family.

The authoritarian parenting pattern is a parenting pattern applied by SR as AA's parent with the following characteristics: parents often give orders or instructions to children so that the child becomes obedient, tends to punish children because the child is being disciplined, and rarely hears the child's opinion. Parents expect their children to follow the rules without discussion or compromise. This is in line with what was stated by Rathus (2014), that authoritarian parenting is a style in which parents demand submission and obedience from their children, parents do not communicate with their children when making rules, and lack of warmth to the child. Parents become the center of learning and become role models for their children. In this view, the parents cannot be, and they feel they are never wrong in raising children.

The parenting patterns used by DS for APGP are in line with democratic parenting patterns characterized by the following characteristics: (1) parents determine rules by taking into account and considering children's reasons; (2) parents provide direction to children in carrying out activities; (3) parents provide guidance with understanding; (4) parents actively communicate with children; (5) parents give responsibility, encourage self-confidence and independence of children; (6) parents encourage children's courage to say right and wrong things that are done by children, dare to say no, dare to forgive others mistakes, respect differences of opinion; (7) parents try to direct children's activities rationally and how to solve problems; and (8) parents view that everything that is conveyed by children is the result of a meaningful discovery process for obtaining normative guidelines.

The parenting patterns applied to their children have implications for developing class B children's social attitudes at RA Al-Is Syah Hakim Medan. This finding is in line with Darling and Steinberg's (1993) view, which states that parental care affects children and adolescents' development. Each parenting pattern forms different children's social attitudes. Permissive and authoritarian parenting patterns have more negative sides for developing children's social attitudes, while democratic parenting patterns have more positive sides. These findings are in line with Talib et al. (2011), which states that the authoritative (democratic) parenting styles of both mothers and fathers positively affect children's behavior and achievement at school. In contrast, permissive and authoritarian styles harm children's behavior and achievement at school.

Permissive parenting patterns have many negative impacts on the development of children's social attitudes. Permissive parenting has implications for the tendency of children to have poor social attitudes. The impact of permissive parenting patterns will make children very spoiled to parents and result in children not being independent. This is because permissive parenting patterns always obey children excessively and do not provide clear and consistent rules. Permissive type parents form children's dependence on their parents. These findings are in line and at the same time strengthen the theory of Baumrind (1966), who states that the permissive parenting pattern, the pattern of parenting that allows children to do anything, results in the child growing up to be an uncontrolled child and the development of the child's social attitude will be

hampered. Authoritarian parenting pattern has more negative impacts on the development of children's social attitudes. Children will experience restrictions on their movement because authoritarian parenting patterns will restrain them, which hampers children's cognitive development, creativity, and social attitudes. Children will learn from their parents how their parents treat them as well as treat those around them. The development of children's social attitudes will eventually lead to the formation of anti-social attitudes. This finding is in line with what is described in Permendikbud No. 137 of 2014 that the parenting pattern of authoritarian parents has more negative impacts on the development of children's social attitudes, i.e., killing children's curiosity, experiencing curative restrictions, limiting their space, making children anti-social, lack of warmth to children, dialogic processes do not develop due to monologues relationship. Parents do not allow children to think critically (Permendikbud No. 137, 2014). The same was stated by Hurlock (2012), Authoritarian parenting patterns will shape anti-social behavior towards children. The child will experience negativism. The child will become aggressive. There is dominating behavior in children, or they can instead be timid and quiet. Furthermore, Sarwar (2016) found that authoritarian parenting style leads children to become rebellious and adopt problematic behaviors perpetrated on children by parents.

The pattern of democratic parenting has implications for developing children's social attitudes, leading to prosocial attitudes. The development of children's social attitudes is well-formed. The development of social attitudes will be more honed because democratic parenting is always dialogical. Children cared for with democratic parenting have empathy, sympathy, and willingness to share, like to help and cooperate. Children will also be more comfortable to get along with their friends. Their emotions are also more stable than children's social attitudes cared for by authoritarian and permissive parenting types. These findings are in line and, at the same time, strengthen the theory and results of previous research. Baumrind (1966) argues that a democratic parenting pattern will shape children to be more socializing. Children also have freedom of opinion, have the freedom to develop creativity, and learn from thinking and behavior processes.

Moreover, the research result by Ren & Pope Edwards (2015) conducted in China found that parents who place more value on social-emotional skills are more likely to adopt authoritative parenting styles, and as a result, children have better social competence. Research conducted by Sarwar (2016) also found that authoritative parenting styles were useful for children. Further, Hastami (2017) found a positive and significant effect of democratic parenting and child discipline on early childhood social-emotional development. This indicates a condition if the parenting pattern is democratic, and there is discipline, then the social-emotional development of early childhood will be OK. Research from Jatmikowati (2018) shows that open communication between children and parents makes children feel welcome. Children dare to make their own choices, while parents are accustomed to communicating realistic expectations according to their children's competence so that a positive self-concept in children will then be developed.

Conclusion

The parenting patterns applied by the parents of class B early childhood at RA Al-Is Syah Hakim Medan can generally be categorized into three patterns, i.e., permissive parenting, authoritarian parenting, and democratic parenting. The most dominant parenting pattern applied by parents at home is the permissive parenting type. Each parenting pattern has different implications for the development of children's social attitudes. Permissive parenting pattern that tends to spoil children has implications for children's tendency to have poor social attitudes. This is indicated by the tendency of children's attitudes to be uncontrollable, very spoiled to their parents, less independent, less able to control emotions and lack of self-confidence. The authoritarian parents' parenting pattern that tends to give punishment has implications for children's tendency to have anti-social attitudes. Authoritarian parenting tends to kill children's curiosity, experience restraint in creativity, limited space for movement, lack of warmth to children, and dialogical processes do not develop their nomological relationship. A pattern of Democratic parenting has implications for the tendency of children to have prosocial attitudes.

This is indicated by children's tendency to be more independent, have high achievement, find creative ideas, respect their parents and other people, have many friends, are courageous in expressing opinions, have the responsibility, and are optimistic.

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