

The Influence of Guidance Technique and Parenting Style on Students Self-Reliance (Experimental Study on Aisiyiah Kindergarten and Bunga Rangka Kindergarten in Indramayu District)

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Abstract

This study aims to determine the influence of guidance and parenting style on kindergarten students self reliance in Aisiyiah Kindergarten and Bunga Rangka Kindergarten at Indramayu district, West Java province with a sample of 40 students. This experimental study was analyzed by two-lane anava. The results showed that: 1) 1) students' self reliance with group guidance is higher than students with individual guidance, 2) students with the democratic parenting style have high self reliance compared to permissive parenting style, 3) there is an influence on guidance technique and parenting style toward students self reliance

Keywords: Guidance, parenting, self reliance

1. Introduction

A child's self-reliance means giving meaning to his life and it is the responsibility of adults. Children who are early getting attention and education based on autonomy will develop into a person who is confident, no doubt, optimistic, helpful, brave, fun and reliable. Echols and Shadily in Nurhayati defined autonomy is "the ability of self-rule, self-management, or self-organizing." [1] A child's self reliance means that a child can do and accomplish something without having to depend on others. If his childhood trained well, so he will not experience difficulties in his life. Thus, he will be able to solve problems and even able to find an alternative problems faced.

Syamsu describes the child's behavioral profile with parenting style from Baumrind, as follows: *Authoritarian parenting style*; (1) irritability, (2) fearful, (3) moody, unhappy, (4) susceptible, (5) easy to stress, (6) having unclear direction of life, unfriendly. *Democratic parenting style*; (1) friendly, (2) having confidence, (3) controlling himself, (5) willing to work together, (6) having a high curiosity, (7) having a clear direction of life, (8) oriented towards achievement. *Permissive parenting style*: (1) impulsive and aggressive, (2) rebellious, (3) dominating, (5) having unclear direction of life, (6) under achievement [2].

The differences on children behavior profile can be caused by instruction, attention, expectation, and different parenting control. Parents can act on their will

or contrariwise, moreover there are parents based on wise considerations, high expectations, care, neutral, high expectations without considering the potential of child. Improper parents-child relationships also can cause problems or worsen their relationship [3]. Therefore, proper parenting is an important concern for parents in guiding children to get their self reliance.

Crespi reveals that children tend to experience psychological problems that affect them, so it needs to provide effective and efficient direct services to children; group service is a good service "[4]. Guidance on children becomes a program in some kindergartens with the main objective is to assist students in completing their developmental tasks. Thus, in stages of a continuous development will develop their self-potential include personal aspects, social, emotional, physical, and other choice based on the talents and interests both individually and groups [5]. In contrast, the specific objective is to develop the student's ability to be self personality, and develop his self reliance. In kindergarten, self-reliance is belonging to affective domain.

Children in the subject of the research are children who mostly come from parents who work as factory workers at Indramayu District. The researcher wants to examine how the parenting style and the guidance techniques given in schools and its impact on children's self-reliance. Based on the problems that have been proposed, then the research problem is formulated as follows: 1) Is there any difference of student self-reliance with group guidance and individual guidance? 2) Is there any difference of student self-reliance with democratic

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parenting and permissive parenting style?, 3) Is there any significant relationship between guidance technique and parenting toward the child's self-reliance?

2. Research Method

This research was conducted at Aisyiyah Kindergarten and Bunga Rangka Kindergarten, Balongan-Indramayu District with 40 students as sample. The method used experimental research with 2 x 2 factorial designs. According to Handini, the experimental research method aims to examine the causal relationship between risk factors and a certain effect by giving treatment to one or more control groups similar but different in treatment [6]. The independent variable is group guidance and individual guidance, the attribute variable is democratic parenting and permissive parenting. On the other hand, the dependent variable is student's self reliance. The research design can be seen below:

Table 1 Research Design

Treatment		Guidance Technique	
		group	Individual
Attribute Parenting Style	Democratic Parenting	A ₁	A ₂
	B ₁	A ₁ B ₁	A ₂ B ₁
	Permissive Parenting	A ₁ B ₂	A ₂ B ₂
	B ₂	A ₁ B ₂	A ₂ B ₂

Annotation:

- Dependent variable: self- reliance
- Treatment Variable A: guidance technique
- A₁ : Group guidance
- A₂ : Individual guidance
- Attribute Variable B: Parenting Style
- B₁ : Democratic parenting
- B₂ : Permissive parenting

The sampling technique used is "multistage stratified sampling". According Handini "multi stage stratified sampling consist of more than two stages and may also involve a combination of several ways sampling" [6]. There are four sampling stages combined in this research that is random sampling and simple random sampling, and conducted in 4 (four) stages. For more details can be seen in figure 1 below:

- Stage 1: Determining one district to be sampled through random sampling.
- Stage 2: Determining two sub-districts to be sampled through random sampling namely Indramayu and Balongan districts.
- Stage 3: Determining two kindergartens to be sampled through random sampling namely Aisyiyah Kindergarten and Bunga Rangka Kindergarten.

Stage 4: Determining 20 students, each of 10 students of democratic parenting, 10 students of permissive parenting.

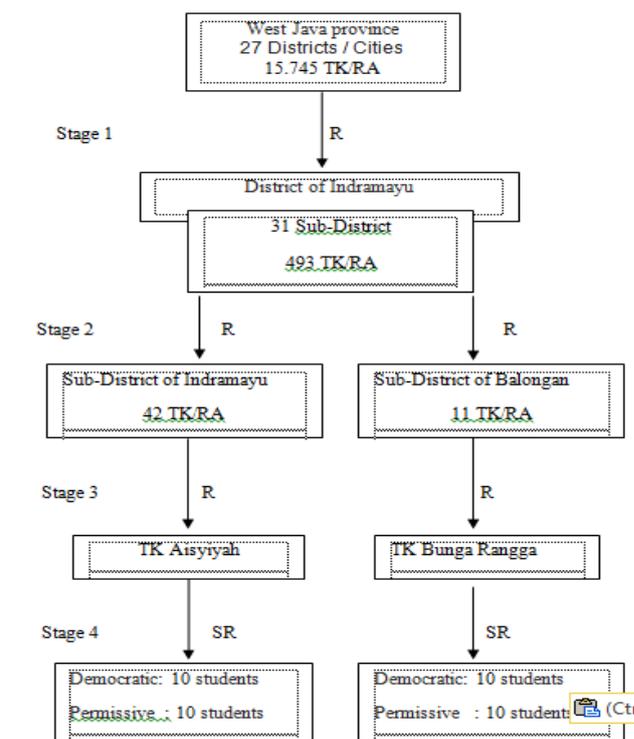


Figure 1 Process of Research Sampling with Multi Stage Random Sampling Technique

The sampling procedure as follow:

- 1) Counting the number of Aisyiyah Kindergarten students and Bunga Rangka kindergarten students of democratic and permissive parenting style.
- 2) Counting the sample size, the sample size is set 50% of the lowest parent's parenting population, namely permissive parenting in Rangka Bunga kindergarten is 9.5 or rounded to 10.
- 3) Setting the sample, students sampled set with simple random sampling.

Table 2 Research Subject with Treatment Type

Parenting Patterns (B)	Guidance Technique (A)	
	Group (A ₁)	Individual (A ₂)
Democratic (B ₁)	10	10
Permissive (B ₂)	10	10
T o t a l	20	20

3. Research Findings

In general, the description of data on students self reliance which is the impact of the treatment on guidance technique and parenting is presented in table 2 below:

Table 3 Data Group Statistical Description

	A ₁	A ₂	B ₁	B ₂	A ₁ B ₁	A ₁ B ₂	A ₂ B ₁	A ₂ B ₂
N	20	20	20	20	10	10	10	10
Total	4045	3892	4041	3896	2109	1936	1932	1960
Minimum	184	180	180	184	202	184	180	186
Maximum	220	210	220	210	220	203	303	210
Range	36	30	40	26	18	19	23	24
Mean	202,25	194,6	202,05	195,15	210,9	193,6	193,2	196,0
Me	202	194,07	200,86	194,93	212,75	194,75	193	194,5
Mo	201	174	198,17	197,06	213,36	196,17	197,5	193
Standard Deviation	10,799	7,749	11,19	7,39	6,208	6,433	7,177	8,274
Classroom	7	6	8	5	5	5	6	6
Amount of classroom	5	5	5	5	4	4	4	4
Variance	116,62	60,05	125,1	54,56	38,54	41,38	51,51	68,46

Annotations:

- A₁: Group of students who is given group guidance
- A₂: Group of students who is given individual guidance
- B₁: Group of students who is parenting parents is democratic
- B₂: Group of students who is parenting parents is permissive
- A₁B₁: Group of students who is given group guidance with democratic parenting
- A₂B₁: Group of students who is given individual guidance with democratic parenting
- A₁B₂: Group of students who is given group guidance with permissive parenting
- A₂B₂: Group of Students who is given individual guidance with permissive parenting

Table 4 Results of variance two line test analysis

Variance Sources	JK	db	RJK	F _h	F _t	
					α = 0.05	α = 0.01
Between group A	585.225	1	585.22	12.72*	4.15	
Between group B	525.625	1	525.63	11.42*	4.15	
Interaction A x B	1010.025	1	1010.03	21.95*	4.15	
Within group	1656.900	36	46.02	-	-	-
Total	3777.775	36	-	-	-	-

Annotations:

*significance, db = degree of freedom, JK = sum of squares, RJK = average number of square

The research data obtained were analyzed by variance two-line test analysis; it is found the result as in table 3.

4. Discussion

Based on research finding, the discussion of hypothesis results can be presented as in table 4.

4.1 Self reliance of students with group guidance is higher than individual guidance

Based on the data presented in table 3, it showed that F_h value between A group (guidance group technique) is 12.72 and F_t = 4.15 at significant level α = 0.05 or F_h = 12.72 > F_t = 4.15. It indicates that H₀ is rejected and H₁ is accepted. It means that there is a significant difference between students' self reliance of group guidance and individual guidance. The average score indicates that self reliance of the students who are given group guidance is higher than students who are given individual guidance (202.25 > 194.6).

Based on the difference, it can be explained that the guidance group make students easier to interact, socialize

and communicate. This is caused by the guidance of the group prefer the interaction, communication, togetherness and strong interaction. According to

Santoso, " Children tend to learn how to socialize with people such as teachers and classmates in the kindergarten" [7].

Through the group guidance, students can improve social attitudes, cooperation, and indirectly find new behavior. Both group guidance and individual have an effect on student self-reliance, but group guidance provides better results than individual guidance. Thus, a person feel responsible to others without neglecting him, both of them converge on him, this is called spirit of self reliance. Based on the findings, it can be concluded that group guidance is recommended to increase student self reliance.

4.2 Students with democratic parenting style have high self reliance compared to permissive parenting style

Based on table 3 above, it shows that the value of F_h Inter-B (parenting parents) is 11.42 and F_t = 4.15 in significance level α = 0.05 or F_h = 11.42 > F_t = 4.15. This

indicates that H_0 is rejected, and H_1 is accepted. It means there is a significant difference between student with democratic parenting style and permissive parenting on their self-reliance. The average score indicates that students' self reliance that come from democratic parenting higher than those with permissive parenting ($202.05 > 195.15$).

Yusuf quotes Baumrind found the behavioral of students profile whose parenting style is democratic described as a "cooperative, easy-going, loyal, optimistic, unstable emotionally, trustworthy, realistic". In contrast, children of permissive parent "tend to be aggressive, rebellious, insecure, dominating, no clear direction of life, and under achievement" [8]. Furthermore, children adopted by parents with something that limit them will reach higher at the time of measuring their competence of themselves and social competences, and for those who are away from their parents have low achievement, and for parents who are not functioning in a relationship with his son will slow self-reliance "[9] Based on the findings obtained from the results of study, it can be concluded that the democratic parenting is recommended to improve student self reliance.

4.3 There is a relationship between guidance technique and parenting style toward students self reliance

In table 3, it shows that the value of interaction F_h (A x B) is 21.95 and $F_t = 4.15$ at significant level $\alpha = 0.05$ or $F_h = 21.95 > F_t = 4.15$. This indicates that H_0 is rejected and H_1 is accepted. It means there is a significant relationship between guidance technique and parenting style toward students' self reliance. It can be presented in figure 4.9 as follows:

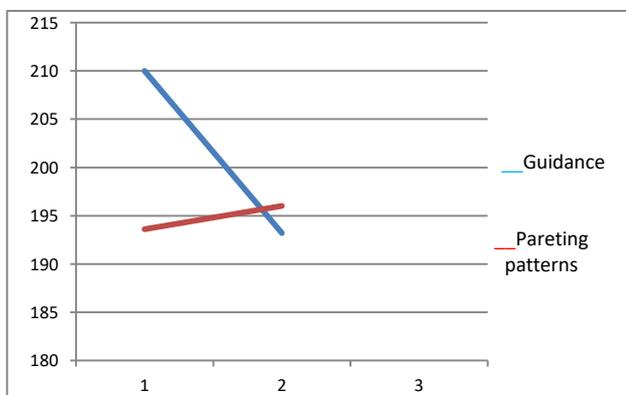


Figure 2 The Relationship of guidance and parenting patterns toward students' self reliance.

The finding of research explains that there is a relationship between guidance technique and parenting toward students' self reliance. In general, each student has his own interest to receive guidance from anyone from different family background.

Teachers have a responsibility to guide students so that they can adapt to the school environment well. Geldard defined that "The main purpose of guidance and counseling is to help one to change; ideally its change affects feelings, thoughts, and behavior" [10]. Soetjipto and Kosasi cite Winkel found guidance and counseling in kindergarten should be emphasized on: (1) the guidance relates to self reliance and harmony in social relationships with peers, (2) Personal guidance, such as self-discipline and obeying command. In addition, guidance for children meet the needs of psychology, such as; affection and security. [11] Based on the research findings, it can be concluded that guidance techniques can improve the child's self reliance that can be customized to parenting patterns.

Conclusion

Based on the discussion on research finding, it can be concluded that: 1) students' self reliance with group guidance is higher than students with individual guidance, 2) students with the democratic parenting style have high self reliance compared to permissive parenting style, 3) there is an influence on guidance technique and parenting style toward students self reliance.

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