



The Relationship Between Parenting Parents to Temper Tantrum in Pre-School Children

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ABSTRACT

Temper tantrums are emotional outbursts such as screaming while rolling on the floor, kicking, banging your head against the floor or wall, hitting yourself or others, crying, cursing. The impact of temper tantrums on children can pose a risk of injury, if they occur in the environment of friends of the same age it can affect the development of children of their age, because the characteristics of children imitate what they observe. Parenting style is a factor in the occurrence of temper tantrums. This study aims to determine parenting patterns of temper tantrums in pre-school children. This type of analytic observational research with a cross sectional approach. This research was conducted at the Insan Madani Meukek Integrated Preschool in December 2022. The research sample is 76 respondents with total sampling technique. Data analysis using the chi square test with a significance level of $\alpha = 0.005$ (95%). The results of the study found parenting styles with temper tantrums in pre-school children ($p=0.000 < \alpha 0.005$). The results of this study are expected that parents can apply good parenting styles, such as democratic parenting because the risk of temper tantrums in children is lower than authoritarian and permissive parenting styles.

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1. Introduction

Preschool-age children are children between the ages of 3 and 6, during this period their physical growth is slow and their psychosocial and cognitive development increases. Preschool age is called the wonder years, namely the period when a child has a high sense of curiosity. Children begin to develop their curiosity, and are able to communicate better. Play is a way children use to learn and develop relationships with others (Mansyur, 2019).

The development experienced by children is a series of regular changes from one stage of development to the next and each has the characteristics of each phase of its development (Kemenkes, 2014). The stages of development that children must have at preschool age are motor, cognitive, language, emotional, personality, moral, spiritual and social development (Hurlock, 2017). All these stages must be passed by children so that the child's growth and development becomes optimal (Kesehatan, 2016).

Emotional intelligence honed from an early age can be a pivot of success in various aspects of life. A child's ability to develop his emotional intelligence will be related to his academic, social, and mental health success. Children who have high emotional intelligence are synonymous with children who are happy, highly motivated and able to survive under various stressful conditions they face (Mansyur, 2019).

Children who are unable to control their emotions, express anger appropriately will have temper tantrums (Palintan, 2020). Temper tantrums are emotional explosions that are shown dramatically with great motor agitation, such as screaming while rolling on the floor, kicking, banging your head against the floor or wall, hitting yourself or others, crying, cursing. (Kemenkes, 2014). The impact of temper tantrums on children can pose a risk of injury, if they occur in the environment of friends of their age it can affect the development of children of their age, because the general characteristics of children imitate what they observe. Temper tantrums can occur repeatedly and increase in intensity if their desires and goals are not fulfilled, because children think that tantrums are a way to do so that their needs are met by their parents (Ahyani & Dwi, 2018).

According to research conducted in Chicago, 50-80% of these temper tantrums occur at the age of 2-3 years, occur once a week, and 20% occur almost every day, and 3 or more temper tantrums occur for approximately 15 minutes (Tiffany & Gray, 2012). Another study at Northwestern Feinberg based on a survey of nearly 1,500 parents, this study found that 84% of children aged 2-5 years vented their frustration by throwing tantrums in the past month, and 8.6% of them had daily tantrums that actually if it happens every day is not normal (Wakschlag et al., 2012).

Parents play an important role in stimulating emotional intelligence in children (Mashar, 2015) and has a strong influence (Branje, 2018). Parents are the main and first education for their children. Parents are said to be first educators because it is from them that children get education for the first time and are said to be primary educators because education from parents is the basis for children's development and life (Noya, 2020). The quality of the primary caregiver (mother or father) can have an important impact on a child's learning (Mansyur, 2019).

Parenting parents are divided into three, namely authoritarian parenting, permissive parenting and democratic parenting (Baumrind, 2013). Authoritarian parenting has strict rules to enforce desired behavior, techniques include severe punishment for failure, or complete absence of approval, praise or other tokens of appreciation when the child meets expected standards. Parents do not encourage children to independently make decisions related to their actions. Instead, they just said what to do. So children miss the opportunity to learn how to control their own behavior. While permissive parenting, parents show high affection, but with low control and demands for achievement. In this type of parenting, children are not independent because parents spoil their children too much so that children do not care about responsibilities, have difficulty getting along, and can hinder the moral development of children. The next parenting style is democratic. This parenting style has a balanced relationship between parents and children. In this democratic way, children will grow a sense of responsibility to show some behavior and further develop their self-confidence. Children will be able to act according to norms and adapt to their environment (Setiyaningrum, 2017).

The relationship between the family environment or parental attitudes and the child's personal social adjustments shows that the child's personality develops and grows internally (Eva et al., 2021). According to Syam's research (2013), states that there is a relationship between the way parents raise children with tantrums. Parents can help their children's development through a happy and stable family life without tension and how to care for children who are full of patience in dealing with all kinds of conflicts (Syam, 2013).

Based on an initial survey of 10 parents whose children attended Insan Madani Meukek Integrated Early Childhood Education, this survey was conducted on mothers who have children with temper tantrums. The results of the interviews, six mothers said that children who experienced temper tantrums showed behavior by crying loudly, screaming, screaming, hitting and kicking and rolling their bodies on the floor and four mothers said their children often took it out in violent ways such as shouting, rebelling, slams objects and cries loudly when the child doesn't get what he wants so the

mother obeys the child's wishes to relieve her child's anger and the child often repeats the same method to get what she wants. This research can provide information about parenting patterns for preschool children so that parents can provide appropriate parenting patterns for optimal growth and development of children so that children do not experience temper tantrums. This research aims to find out and analyze the relationship between parenting patterns and temper tantrums.

2. Method

This research is an analytic observational study with a cross-sectional approach which aims to determine the relationship between parenting style and temper tantrums in pre-school children. This research was conducted at the Insan Madani Meukek Integrated Preschool in December 2022. The population in this study were 76 parents who had preschool children at Insan Madani Meukek Integrated Early Childhood Education.

The sampling technique used the total sampling technique, namely the entire population was used as a sample, totaling 76 people (Roflin et al., 2021). The research variables consisted of the independent variable, namely parenting style and the dependent variable, namely temper tantrums in pre-school children. The parenting research instrument used the Parental Authority Questionnaire (PAQ) questionnaire, which consisted of 30 statement items using the Likert and Temper Tantrum scales, consisting of 33 questions that had been tested for validity. The data analysis used was univariate and bivariate analysis in the form of a chi-square test to test the hypothesis by determining the relationship between the independent variables and the dependent variable.

3. Results And Discussions

3.1. Results

Table 1

Frequency distribution of parental age, parental education, parental occupation, Parenting and temper tantrums

Variable	f	%
Parents Age		
Early Adult (26-35 years)	34	44,7
Late Adult (36-45 years)	52	55,3
Parent Education		
basic education	2	2,6
Middle education	27	35,5
higher education	47	61,8
Parents' job		
Work	44	57,9
Doesn't work	32	42,1
Parenting Style		
Democratic	15	19,7
Permissive	32	42,1
Authoritarian	29	38,2
Temper Tantrums		
Low	13	17,1
Currently	16	21,1
Tall	47	61,8
Total	76	100

Based on table 1. The age of the majority of children's parents is in late adulthood (36-45 years) as many as 52 respondents (55.3%), the education of the majority of parents with higher education is as much as 47 respondents (61.8%), the majority of parents work 44 respondents (57.9%), the parenting style of the majority was permissive as many as 32 respondents (42.1%), and the majority of temper tantrums suffered from high temper tantrums as many as 47 respondents (61.8%).

Table 2
The Relationship between Parenting Patterns and Temper Tantrums in Preschool Children in the Integrated Civil Society Early Childhood Education Center in Meukek, South Aceh District

Parenting Style	Temper Tantrums						Total	P-values
	Low		Currently		Tall			
	f	%	F	%	f	%		
Democratic	10	13,2	3	3,9	2	2,6	15	19,7
Permissive	2	2,6	3	3,9	27	35,5	32	42,1
Authoritarian	1	1,3	10	13,2	18	23,7	29	38,2
Total	13	17,1	16	21	47	61,8	76	100

Based on table 3. Obtained bivariate data analysis for parenting styles of temper tantrums in pre-school children, for democratic parenting styles with low temper tantrums category of 10 respondents (13.2%), for democratic parenting styles with moderate category of as many as 3 respondents (3.9%), parenting style with high category as many as 2 respondents (2.6%). With a permissive parenting style with a low category of 2 respondents (2.6%), a moderate parenting style of 3 respondents (3.9%), a parenting style with a high category of 27 respondents (35.5%). And authoritarian parenting style with a low category of 1 respondent (1.3%), authoritarian parenting style with a medium categories of 10 respondents (1.3%).

The results of the statistical test obtained a p-value of $0.000 < \alpha 0.05$, so H_0 was rejected and H_a was accepted, which means that there is a significant relationship between parenting styles and temper tantrums in pre-school children.

3.2. Analysis

The results of this study indicate that there is a relationship between parenting styles and temper tantrums in pre-school children at the Insan Madani Meukek Integrated Early Childhood Education. This research is in line with research conducted by Khodijah Siti (2020), say democratic parenting is better than authoritarian and permissive. Parents who apply democratic parenting provide guidance in accordance with child development, democratic parenting experiences temper tantrums in children in the low category. Parents are the first environment for children who play an important role in every child's development, especially the development of the child's personality and emotions.

Parenting supports child development in all developmental domains and at all phases of child development (Riany et al., 2018). Parents play an important role in managing, organizing and controlling children's opportunities, such as supervising children's lives and preparing children's social plans (Caruthers et al., 2014). In addition, parents also play a role in providing guidance and information that will help children reach their potential. Every parent has their own way of doing these things, including parenting. This terminology is called parenting style.

Parenting styles in educating children include providing physical, mental, emotional, moral and social stimulation that will encourage optimal child growth and development. The form of parenting will appear in children after adulthood, if parenting is good it will have a positive influence on the child's development and vice versa if parenting is not good then it will have a negative influence on child development (Amseke, 2016). Good and quality parenting, parents apply the parenting style that is most appropriate and best suited to the needs of their children (Subagia, 2021).

Democratic parenting is parenting parents who apply treatment to children in order to shape the child's personality by prioritizing the interests of children who act rationally or think (Amseke, 2016). Democratic parenting encourages children to be independent but still sets limits and controls on children's actions. Parents still exercise control over children but not too strictly. Generally, parents are firm but willing to provide an explanation regarding the rules that are applied and are willing to have deliberations or discussions. In addition, parents are warm and affectionate towards children, showing affection and support as a response to children's constructive behavior (Subagia, 2021). Democratic parenting tends to make children self-confident, socially responsible, cheerful, independent, achievement oriented, maintain friendly relationships with peers, able to work together with adults and

able to handle stress well (Al-Faruq & Sukatin, 2020). This research is supported by Alini and Jannah (2019), parents who apply democratic parenting are 0.055 times at risk of triggering temper tantrums in pre-school-aged children. The higher the application of democratic parenting to children, the less risk the child will experience temper tantrums. This is supported by the characteristics of respondents who apply high democratic parenting, so the incidence of temper tantrums in children tends to be low (Jannah & Jannah, WirdatuAlini, 2019).

Boediman (2019) said, the more parents take advantage of democratic parenting, the better the child's ability to regulate their emotions. On the other hand, the more parents take advantage of the characteristics of authoritarian parenting style, the lower the child's ability to regulate their emotions. In addition, parents with permissive parenting also tend to have children with worse emotions (Boediman & Desnawati, 2019). This is supported by research conducted by Ramadia (2018), parenting style is related to temper tantrums in toddlers (Ramadia, 2018). Adisti's research (2022) also shows that there is a significant relationship between parenting styles and the incidence of temper tantrums (Adisti, 2022). According to the researchers' assumptions, parenting style plays a role in causing tantrums. Parents who always pressure and do not give freedom to children to express their opinions will make children depressed, angry and annoyed with their parents. Children do not dare to express their anger so they take it out by yelling, crying, biting, hitting, kicking, screaming, and throwing things. A child who is too pampered and always gets everything he wants will have a tantrum when his request is refused. Parents who are inconsistent in parenting children can also cause temper tantrums in children. Therefore, parenting style has a relationship with the incidence of temper tantrums in preschool children. Parents should apply good parenting in accordance with the child's development so that temper tantrums do not occur.

4. Conclusion

The high temper tantrums in pre-school children are caused by the parenting style adopted by the parents. Parents must pay attention to parenting children according to their development. Parenting style directs how parents treat children, educate, guide and discipline and protect, so that they can shape the child's personality. It is hoped that after conducting this research parents can choose the right parenting style to reduce the level of temper tantrums in the *Insan Madani Meukek Integrated Early Childhood Education*.

It is hoped that this research can become a research reference for researchers further, and future researchers can relate other variables so that they can make a greater contribution towards psychological studies. Further researchers who are interested in researching temper tantrums in children is recommended to add number of samples and selecting more samples, also additions number of questionnaire items to get more accurate results. Study This is still far from perfect, researchers realize that writing the indicators in the questionnaire are not too sharp and not optimal so there are still opportunities for future researchers to develop further better and sharper.

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