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The Relationship between Working Parents' Parenting Patterns and Children's Independence in Kindergarten in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency

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Abstract

Children's independence is an essential developmental aspect of early childhood education because it reflects their ability to manage themselves, complete simple tasks, and assume responsibilities appropriate to their developmental stage. This study aims to examine the relationship between working parents' parenting patterns and children's independence in kindergartens in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency. A quantitative approach with a descriptive correlational method was employed. The population comprised 112 parents of kindergarten children from TK Annur Koto Tuo Lubuk Malako, TK Raudhatul Ilmi Koto Gadang, and TK Kasih Bunda, with 53 respondents selected through purposive sampling. Data were collected using a closed-ended questionnaire based on indicators of parenting patterns and children's independence and were analyzed using descriptive statistics and Pearson product–moment correlation with SPSS. The findings indicate a relationship between working parents' parenting patterns and children's independence. The R^2 value of 0.206 shows that parenting patterns accounted for 20.6% of the

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variance in children's independence, while the remaining 79.4% was influenced by other factors. This study concludes that consistent, communicative, and democratic parenting plays an important role in supporting children's independence. These findings contribute to early childhood education by emphasizing the relevance of parenting quality in fostering children's autonomy and responsibility during the kindergarten stage.

Keywords: Parenting Patterns; Working Parents; Children's Independence; Early Childhood Education; Kindergarten

INTRODUCTION

Early childhood is a crucial period in human development because children experience rapid growth in physical, cognitive, social, emotional, moral, and language aspects (Iruka, 2025; Likhar et al., 2022; Rizky et al., 2025). At this stage, children begin to develop basic abilities that will influence their personality, character, and life skills in the future. The National Association for the Education of Young Children defines early childhood as the period from birth to eight years old, during which children require appropriate stimulation to support their developmental potential (Wiranata, 2019). Therefore, early childhood education does not only focus on academic readiness, but also on the development of essential life skills, including independence.

Children's independence has become an important issue in early childhood education at both international and national levels (Cerino, 2025; Diani & Pranoto, 2025). In many educational contexts, independence is viewed as part of children's readiness to participate actively in learning and social life(Güler et al., 2026; Hijab et al., 2024; Huot & Chheang, 2026) . Independent children are generally able to complete simple tasks, manage their own needs, make simple decisions, and take responsibility according to their developmental stage (Abdelwahab Gaballah et al., 2026; Fitton Davies et al., 2025; Permatasari et al., 2025). In Indonesia, the importance of early childhood development is also emphasized through national standards for early childhood education, which regulate developmental achievement, learning processes, assessment, and educational management to ensure the quality of early childhood services (Permendikbud, 2014). This indicates that children's independence is not merely a family concern, but also an educational issue that needs attention from schools, teachers, and parents (Cerino, 2025; Elmira & Negmatzhan, 2022; Hidayanti et al., 2023).

Independence in early childhood develops gradually and should be nurtured through repeated experiences in daily life (Maimunah et al., 2025). Children aged three to five years begin to show self-help abilities, such as going to the toilet, dressing and undressing, eating independently, and using simple tools appropriately. These abilities may appear simple, but they reflect important developmental achievements. When children are given opportunities to try, make mistakes, and complete tasks by themselves, they learn confidence, responsibility, and self-control. Conversely, when adults constantly take over children's tasks, children may become dependent and less confident in dealing with simple challenges.

In the context of modern family life, parenting practices have changed along with the increasing number of parents who work outside the home. Working parents often face difficulties in balancing job demands and family responsibilities. The limited time available for direct interaction with children may influence the way parents guide, supervise, and communicate with them. In some families, childcare responsibilities are shared with grandparents, relatives, caregivers, or early childhood education institutions. This situation does not automatically mean that working parents provide poor parenting; however, it creates particular challenges in maintaining consistent communication, emotional closeness, discipline, and stimulation for children's independence.

The researcher views this issue as important because children's independence is closely related to the quality of parenting they receive at home. Parenting style shapes how children understand rules, responsibilities, emotional control, and social behavior. Democratic parenting, for example, allows children to learn independence while still receiving guidance, affection, and reasonable limits from parents. In contrast, authoritarian parenting may make children obedient but less confident in taking initiative, while permissive parenting may cause children to lack discipline and self-regulation. Subagia (2021) explains that parenting style is influenced by several factors, including age, gender, education, parental experience, marital relationship, socioeconomic status, and surrounding culture. Thus, parenting style cannot be separated from the social and family context in which children grow.

Previous studies have also shown that parents' working status may influence parenting patterns and children's development. Irawan et al. (2019) , referring to Spencer's view, states that working mothers tend to face greater challenges in childcare because job demands often reduce the time available for togetherness, care, and direct interaction with

children. Cha et al. (2022); Herring (2023); Noroozi et al. (2024) further emphasizes that independence is an important aspect that supports children's future success because independent children are less dependent on others and more prepared to face developmental tasks. These findings indicate that parenting and children's independence are closely connected. However, previous studies have generally discussed parenting styles or children's independence in broader contexts, while studies focusing specifically on working parents and children's independence in kindergarten settings, particularly in Nagari Lubuk Malako, remain limited.

The research gap lies in the limited empirical attention given to local early childhood education contexts where many parents are actively working and where children's independence varies in daily school activities. Most discussions on parenting and independence tend to explain the issue in general terms, without closely examining how the parenting patterns of working parents relate to children's independence in a specific kindergarten community. This gap is important because local social conditions, family work patterns, and caregiving arrangements may shape children's daily habits differently. Therefore, a study in Nagari Lubuk Malako is expected to provide contextual evidence about how parenting practices among working parents are associated with children's independence.

Theoretically, this study is supported by the concept that early childhood development is strongly influenced by the interaction between family environment, parenting practices, and educational stimulation. Parents serve as the first and primary educators for children, while schools strengthen the habits and values that children bring from home. When parents provide opportunities for children to do things independently, communicate openly, and set consistent boundaries, children are more likely to develop self-confidence and responsibility. On the other hand, overprotective, inconsistent, or overly permissive parenting may limit children's ability to manage themselves. This theoretical perspective strengthens the assumption that parenting patterns among working parents may have a relationship with the level of independence shown by children at school.

Preliminary observations in kindergartens in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency, showed that many parents of kindergarten children were working. From three kindergartens, namely TK Annur, TK Raudhatul Ilmi, and TK Kasih Bunda, 67 out of 112 parents, or approximately 60%, were working. The initial observations also showed differences in children's independence during simple activities, such as tidying

up toys, wearing shoes, eating, and completing classroom tasks. Some children were able to perform these activities independently, while others still needed assistance from teachers. Based on this phenomenon, this study aims to examine the relationship between parenting patterns of working parents and the level of children's independence in kindergartens in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency.

METHODS

This study employed a quantitative approach with a descriptive correlational method. This approach was selected because the study aimed to examine the relationship between two variables, namely parenting patterns of working parents as the independent variable and children's independence as the dependent variable. Correlational research is appropriate when the researcher intends to determine whether there is a relationship between two or more variables without manipulating the research setting (Arikunto, 2020; Sugiyono, 2021). Therefore, this design was considered suitable for explaining the extent to which parenting patterns of working parents are associated with the level of independence among kindergarten children.

The population of this study consisted of 112 parents of kindergarten children in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency. The population was distributed across three kindergartens: TK Annur Koto Tuo Lubuk Malako with 48 parents, TK Raudhatul Ilmi Koto Gadang with 55 parents, and TK Kasih Bunda with 9 parents. The sample was selected using a non-probability sampling technique with purposive sampling, because the respondents were determined based on specific criteria relevant to the research focus, namely parents who worked and had children enrolled in the selected kindergartens. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 53 respondents. This sampling technique is in line with Sugiyono's (2021) view that purposive sampling is used when researchers determine samples based on certain considerations relevant to the research objectives.

Data were collected using primary and secondary data. Primary data were obtained directly from respondents through a structured closed-ended questionnaire, while secondary data were obtained from school documents, including the number of parents and supporting information related to children's independence. The questionnaire was developed based on indicators of children's independence and parenting patterns. Children's independence

included physical ability, self-confidence, responsibility, discipline, and emotional control, while parenting patterns included democratic, authoritarian, and permissive parenting. The instrument used a five-point Likert scale ranging from "always" to "never." Before being administered, the questionnaire was reviewed and revised based on expert guidance. Validity was tested using Pearson Product Moment correlation, while reliability was tested using Cronbach's Alpha with the assistance of SPSS version 21.00. The data were analyzed using descriptive statistics to describe the tendency of each variable and Pearson Product Moment correlation to determine the relationship between parenting patterns of working parents and children's independence.

RESULTS

1. Assumption Test

Before testing the hypothesis, the data were first examined through assumption testing. The assumption tests were conducted to ensure that the data fulfilled the requirements for further statistical analysis. In this study, two assumption tests were used, namely the normality test and the linearity test. The normality test was used to determine whether the data of each variable were normally distributed, while the linearity test was used to examine whether the relationship between parenting patterns of working parents and children's independence was linear. These tests are important because the relationship between the two variables was analyzed using a correlational statistical procedure.

The normality test was conducted using the One-Sample Kolmogorov-Smirnov test with the assistance of SPSS version 22.00. The test was applied to two research variables, namely children's independence and parenting patterns. The significance level used as the basis for decision-making was 0.05. If the significance value was greater than 0.05, the data were considered normally distributed. Conversely, if the significance value was less than 0.05, the data were considered not normally distributed. The results of the normality test are presented in Table 1.

Table 1. Results of the Normality Test

Variable	N	Mean	Std. Deviation	Kolmogorov-Smirnov Z	Sig.
Children's Independence	53	73.2453	8.91607	0.973	0.300
Parenting Patterns	53	63.1509	5.33636	1.204	0.110

Based on Table 1, the number of respondents involved in the analysis was 53. The mean score of children's independence was 73.2453 with a standard deviation of 8.91607.

This indicates that the level of children's independence varied among respondents, although the distribution remained within a normal range. Meanwhile, the mean score of parenting patterns was 63.1509 with a standard deviation of 5.33636, showing that the parenting patterns of working parents also had variation, but the score distribution was relatively stable.

The significance value for children's independence was 0.300, while the significance value for parenting patterns was 0.110. Both significance values were greater than 0.05. Therefore, it can be concluded that the data for children's independence and parenting patterns were normally distributed. This result means that the data met the normality requirement and could be analyzed further using parametric statistical analysis. In other words, the distribution of data did not show a serious deviation from normality, so the next analysis could be continued.

2. Linearity Test

After the data were declared normally distributed, the next step was conducting the linearity test. The linearity test was used to determine whether parenting patterns of working parents and children's independence had a linear relationship. This test is necessary because correlational analysis requires that the relationship between variables should follow a linear pattern. A linear relationship means that changes in parenting patterns tend to be followed by changes in children's independence in a consistent direction.

The linearity test was conducted using the ANOVA table output from SPSS. The decision-making criterion was based on the significance value of deviation from linearity. If the significance value of deviation from linearity is greater than 0.05, the relationship between the two variables is considered linear. The results of the linearity test are shown in Table 2.

Table 2. Results of the Linearity Test

Source	Sum of Squares	df	Mean Square	F	Sig.
Combined	2052.978	13	157.921	2.960	0.004
Linearity	850.199	1	850.199	15.935	0.000
Deviation from Linearity	1202.779	12	100.232	1.879	0.169
Within Groups	2080.833	39	53.355		
Total	4133.811	52			

Based on Table 2, the significance value of the linearity component was 0.000, indicating that there was a statistically meaningful linear tendency between parenting patterns and children's independence. In addition, the significance value of deviation from linearity was 0.169. Since this value was greater than 0.05, it can be concluded that there was no

significant deviation from linearity. This means that the relationship between parenting patterns of working parents and children's independence followed a linear pattern.

These results indicate that the two variables have a relationship that is appropriate to be analyzed using correlation analysis. In practical terms, the better the parenting patterns applied by working parents, the more likely children are to show better independence in their daily activities. The linearity result also strengthens the assumption that parenting practices, such as giving children opportunities to complete tasks, providing guidance, setting limits, and building communication, are related to children's ability to act independently.

3. Hypothesis Testing

After the data met the normality and linearity requirements, hypothesis testing was conducted. The purpose of this test was to determine whether there was a relationship between parenting patterns of working parents and children's independence in kindergartens in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency. The alternative hypothesis stated that there was a significant relationship between parenting patterns of working parents and children's independence. Meanwhile, the null hypothesis stated that there was no significant relationship between parenting patterns of working parents and children's independence.

In this study, the relationship between the two variables was examined through simple correlation analysis. The coefficient of determination was also used to identify the contribution of parenting patterns to children's independence. The coefficient of determination is shown by the R Square value. This value explains how much the independent variable contributes to the dependent variable. The results of the coefficient of determination are presented in Table 3.

Table 3. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.454	0.206	0.190	8.02400

Based on Table 3, the correlation coefficient value was 0.454. This value indicates that there was a moderate relationship between parenting patterns of working parents and children's independence. The positive value of the correlation coefficient shows that the relationship between the two variables moved in the same direction. This means that better parenting patterns tend to be followed by a higher level of children's independence. In contrast, less appropriate parenting patterns may be associated with lower independence among children.

The R Square value was 0.206. This result means that parenting patterns of working parents contributed 20.6% to children's independence. Meanwhile, the remaining 79.4% was influenced by other factors outside the scope of this study. These factors may include the school environment, teacher guidance, children's temperament, peer interaction, family support, the role of caregivers, socioeconomic background, and the consistency of independence habituation at home and school. Therefore, although parenting patterns were not the only factor affecting children's independence, they still made a meaningful contribution to children's developmental outcomes.

The results of hypothesis testing show that parenting patterns of working parents are related to children's independence. This finding indicates that the way parents guide, communicate with, discipline, and provide opportunities for children to do activities independently is associated with children's ability to manage themselves. Children who receive parenting that encourages responsibility, self-confidence, discipline, and emotional control tend to be more independent in completing daily activities. On the other hand, children who receive less consistent guidance or limited opportunities to practice independence may still depend on adults when doing simple tasks.

In the context of kindergartens in Nagari Lubuk Malako, this finding is relevant to the initial phenomenon found in the field. Some children were able to tidy up toys, wear shoes, eat, and complete simple tasks independently, while others still needed assistance from teachers. These differences may be related to parenting patterns applied at home, especially among working parents who have limited time to interact directly with their children. Therefore, the results of this study emphasize the importance of quality parenting, even when parents have work responsibilities outside the home. Working parents still need to provide consistent attention, communication, and opportunities for children to practice independence in daily routines.

Overall, the findings indicate that the assumption tests were fulfilled and the hypothesis testing supported the existence of a relationship between parenting patterns of working parents and children's independence. The contribution of parenting patterns was 20.6%, which shows that parenting remains an important factor in developing children's independence. However, because a larger percentage was influenced by other factors, further studies are recommended to examine additional variables that may affect children's

independence, such as teacher roles, school programs, caregiving patterns, family environment, and children's individual characteristics.

DISCUSSION

1. Parenting Patterns of Working Parents

The findings show that the parenting patterns applied by working parents in this study consisted of three main types: democratic, authoritarian, and permissive parenting. Among these three patterns, democratic parenting appeared to be the most dominant. This can be seen from the average percentage of respondents who answered "always" in the democratic parenting category, which reached 75.48%, followed by 24.53% in the "often" category. These results indicate that most working parents still attempted to provide children with opportunities to express opinions, participate in simple decision-making, and receive explanations regarding rules and expectations. Although they had work responsibilities, many parents were still able to maintain guidance, supervision, and communication with their children.

This finding suggests that being a working parent does not necessarily reduce the quality of parenting. The quality of parenting is not determined only by the amount of time parents spend with their children, but also by how parents use the available time to build meaningful interaction. Democratic parenting reflects a balanced approach between control and warmth. Parents provide freedom for children to try and learn, but they also set clear boundaries. This condition is important because children need both affection and structure to develop confidence, discipline, and responsibility.

However, the results also showed that authoritarian and permissive parenting were still found among respondents. In the authoritarian parenting category, most responses were in the "often" category, with a percentage of 52.8%, followed by 44.16% in the "always" category. This indicates that some parents still tend to apply strict control, demand obedience, and provide limited space for discussion. Meanwhile, permissive parenting also appeared, with 53.96% of responses in the "often" category and 43.78% in the "always" category. This shows that some working parents may give children too much freedom, provide less consistent rules, or tend to fulfill children's wishes because of limited time or feelings of guilt due to work demands.

These findings are in line with Muarifah et al. (2022), who explains that parenting is a way parents provide security, build children's confidence, guide behavior, supervise activities, and support children's growth so that they develop positive characteristics. In this study, democratic parenting can be interpreted as a parenting style that is more supportive of children's development because it combines warmth, guidance, and reasonable control. This finding is also consistent with the view that parenting practices are often shaped by parents' social conditions, work responsibilities, educational background, and family environment.

The implication of this finding is that working parents need to maintain the quality of interaction with their children, even when their time at home is limited. Democratic parenting should be strengthened because it allows children to learn independence while still feeling emotionally secure. Parents do not always need to spend long hours with children, but they need to provide consistent attention, clear rules, and opportunities for children to practice responsibility. Nevertheless, this study is limited because it only measured parenting patterns through questionnaire responses. Therefore, the actual parenting behavior at home may require further observation or interviews to obtain deeper and more natural data.

2. Children's Independence

The results of the study show that children's independence was generally in the fairly good to good category. Children's independence in this study was measured through five indicators: physical ability, self-confidence, responsibility, discipline, and emotional control. The results showed that most children were already able to perform daily activities independently, although some aspects still needed improvement. This indicates that independence among kindergarten children in Nagari Lubuk Malako had developed, but it had not yet been evenly achieved by all children.

In the physical ability indicator, the highest percentage was found in the "often" category, which reached 49.5%, followed by 31.6% in the "always" category. This shows that many children were able to perform simple self-help activities, such as wearing shoes, eating independently, and tidying up toys. However, some children were still in the "sometimes" and "rarely" categories, especially in activities such as going to the toilet independently. This condition indicates that physical independence still requires consistent stimulation from parents and teachers. Children may know what to do, but they still need repeated practice to become truly independent.

In the self-confidence indicator, the "often" category reached 61%, while the "always" category reached 20.8%. This finding suggests that most children had begun to show courage in trying new things, answering teachers' questions, and completing tasks. However, 18.2% of children were still in the "sometimes" category, indicating that some children still felt hesitant or unsure of their abilities. Self-confidence is an important foundation for independence because children who believe in their abilities are more likely to try, make decisions, and complete tasks without always depending on adults.

The responsibility indicator also showed a positive tendency, with 53.3% in the "often" category and 22.7% in the "always" category. This means that many children were able to complete assignments, take care of their belongings, and admit mistakes. However, the presence of children in the "sometimes," "rarely," and "never" categories indicates that responsibility was not yet fully consistent. In the discipline indicator, the highest percentage was found in the "often" category, namely 74.8%, followed by 22% in the "always" category. This shows that most children were able to follow rules, come on time, and complete tasks according to instructions. Meanwhile, in the emotional control indicator, 49.5% of children were in the "often" category and 31.6% were in the "always" category. These results indicate that many children were able to manage emotions, although some still had difficulty sharing, calming themselves, or handling disappointment.

This finding supports Ahmed et al. (2023); Nelson (2026) view that independence is the ability of children to perform activities by themselves and stand on their own in various situations. Children naturally have a desire to become independent, but this desire must be supported by opportunities, guidance, and habituation. If children are always helped, served, or protected excessively, their independence may develop more slowly. On the other hand, when children are given trust and responsibility according to their age, they become more prepared to face daily challenges.

The implication of this finding is that children's independence should be developed through collaboration between parents and teachers. At home, parents can train children to eat, dress, tidy up toys, and complete simple tasks independently. At school, teachers can strengthen these habits through classroom routines, simple responsibilities, and positive reinforcement. However, this study has a limitation because children's independence was measured based on questionnaire data, not direct observation of children's behavior in all

daily contexts. Therefore, future research may combine questionnaires with classroom observation to obtain a more comprehensive picture of children's independence.

3. The Relationship Between Parenting Patterns of Working Parents and Children's Independence

The results of hypothesis testing showed that there was a relationship between parenting patterns of working parents and children's independence. The coefficient of determination showed an R Square value of 0.206, which means that parenting patterns contributed 20.6% to children's independence. Meanwhile, the remaining 79.4% was influenced by other factors outside this study. These results indicate that parenting patterns are not the only factor determining children's independence, but they still have a meaningful contribution to the development of children's independent behavior.

The relationship between parenting patterns and children's independence can be understood from the way parents guide children in daily life. Working parents who apply democratic parenting tend to provide opportunities for children to complete tasks, make simple choices, and take responsibility for their actions. This kind of parenting encourages children to become more confident and independent. For example, children who are accustomed to being given responsibility at home are more likely to tidy up toys, wear shoes, eat independently, and complete tasks at school. In contrast, children who are raised with overly authoritarian parenting may become less confident in taking initiative, while children raised with overly permissive parenting may lack discipline and self-control.

This finding is consistent with Sunarty and Charenkova (2023), who state that children's independence is influenced by adult behavior and the way the family provides opportunities for children to participate in daily activities. A good parenting pattern supports the formation of positive character, including independence. Parents' ways of educating, guiding, training, and communicating with children can influence the development of children's abilities. Therefore, parenting becomes an important factor in shaping children's independence, especially during early childhood when habits and character are being formed.

The findings also strengthen the argument that quality parenting is needed even when parents work outside the home. Working parents may have limited time, but they can still support children's independence through consistent routines, clear rules, emotional warmth, and opportunities for children to practice self-help skills. In this context, democratic parenting becomes the most relevant pattern because it provides a balance between freedom

and supervision. Children are not left without guidance, but they are also not overly controlled. This balance helps children feel trusted while still understanding boundaries.

The practical implication of this finding is that parents and schools need to build cooperation in developing children's independence. Parents should continue independence training at home, while teachers can reinforce it through school activities. Schools may also provide parenting programs or communication forums to help working parents understand how to support children's independence despite their busy schedules. Theoretically, this study contributes to the understanding that parenting patterns among working parents remain an important factor in early childhood development, particularly in relation to independence.

Nevertheless, this study has several limitations. First, the contribution of parenting patterns was only 20.6%, which means that many other factors were not examined. These factors may include teacher guidance, peer interaction, caregiver involvement, socioeconomic background, children's temperament, family communication patterns, and school habituation programs. Second, the sample was limited to 53 respondents from kindergartens in Nagari Lubuk Malako, so the findings cannot be generalized to all kindergarten children in different regions. Third, the study used questionnaire data, which may be influenced by respondents' subjective perceptions. Therefore, future studies are recommended to involve a larger sample, include more variables, and use mixed methods such as questionnaires, interviews, and observations to obtain richer findings.

CONCLUSION

This study concludes that there is a relationship between the parenting patterns of working parents and the independence of early childhood children in kindergartens in Nagari Lubuk Malako, Sangir Jujuan District, South Solok Regency. The results of hypothesis testing indicate that the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. This means that the way working parents guide, supervise, communicate with, and provide opportunities for children to perform activities independently is related to the development of children's independence. The findings show that parenting patterns contributed 20.6% to children's independence.

Meanwhile, the remaining 79.4% was influenced by other factors outside this study, such as the school environment, teacher guidance, peer interaction, caregiver involvement, family support, children's temperament, and daily habituation both at home and at school. These findings imply that working parents still have an important role in shaping children's independence, even though they have limited time due to work responsibilities. Therefore, parents are encouraged to apply consistent, communicative, and democratic parenting practices by giving children trust, responsibility, and opportunities to complete simple tasks independently. Future research is recommended to examine other factors that may influence children's independence using broader samples and more varied research methods.

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