



THE RELATIONSHIP BETWEEN PARENTING STYLES AND THE SOCIALIZATION SKILLS OF PRESCHOOL CHILDREN

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ABSTRACT

The preschool years are a critical period in a child's development, particularly in shaping social skills that will influence interactions with the surrounding environment. Various factors play a role in this process, one of which is the parenting style applied by parents in daily life. Therefore, this study aims to determine the relationship between parental parenting styles and the socialization skills of preschool children at TKIT Qu At-Tartil within the working area of the Karang Tengah Community Health Center in Sukabumi City. The type of research used is correlational with a cross-sectional approach. The population consisted of all parents with preschool children at TKIT Qu At-Tartil within the Karang Tengah Public Health Center's service area in Sukabumi City, with a sample of 92 respondents selected using total sampling. The parenting style variable was measured using the validated PSDQ ($r = 0.76$), with reliability coefficients for democratic ($\alpha = 0.819$), authoritarian ($\alpha = 0.636$), and permissive ($\alpha = 0.572$) styles. The socialization ability variable consisted of 20 Likert-scale items; most were valid ($p < 0.05$), except items 3, 7, 11, 13, and 15, which were excluded. Reliability testing showed $\alpha = 0.816$. Data was collected using a questionnaire and analyzed using Somers's test. Most respondents practiced a democratic parenting style and had children with adequate social skills, and there was a relationship between parental parenting styles and preschool children's socialization skills with a p-value of 0.006. There is a relationship between parenting styles and social skills in preschool children.

Keywords: parenting style; preschool children; social skills

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INTRODUCTION

Preschool children are individuals aged 3–6 years who are entering *the golden age*, characterized by high curiosity, the ability to imitate adult behavior, and the capacity to understand and remember information accurately. During this period, growth and development occur more rapidly than in other age groups, thus requiring intensive stimulation from the immediate environment to shape a high-quality personality in the future (Khadijah, 2022). One crucial aspect that needs to be developed during the preschool years is socialization skills (Dini et al., 2025).

The World Health Organization (2019) reports that globally, approximately 5–25% of preschool-aged children experience developmental disorders, including in social and cognitive aspects. In Indonesia, based on the 2017–2023 Indonesia Demographic and Health Survey (IDHS), the number of children aged 0–6 years reached approximately 26 million, with about 3–16% of them experiencing social developmental delays (Farasari et al., 2022). Meanwhile, West Java is the province with the largest population, at around 50.6 million people, with a relatively high preschool-aged population consisting of approximately 4.5 million girls and 4.3 million boys, for a total of 8,806,068 children (Indonesian Ministry of Health, 2022).

Socialization skills involve the learning process of various aspects of life, such as language, social values and norms, knowledge, and religious beliefs (Lullu et al., 2025). These skills need to be

developed from an early age so that children can grow into individuals capable of adapting well in the future. If socialization skills do not develop optimally, children may face difficulties communicating with peers and their surroundings, experience hindered personality development, develop feelings of inferiority, and exhibit tendencies toward withdrawal and social isolation. These conditions can ultimately have broader implications for the child's overall social development (Nadilah et al., 2025).

One factor influencing a child's socialization ability is parenting style. Parenting style refers to the interaction between a child and their parents, where parents play a role in educating, guiding, disciplining, and ensuring the child acquires values and cultural norms appropriate to the community. In the parenting process, parents provide attention, rules, discipline, rewards, and punishments as a means of meeting children's needs and shaping their behavior. Every attitude and behavior of parents is observed, evaluated, and tends to be imitated by children, whether consciously or unconsciously (Wibowo & Oktafira, 2024). Parenting styles themselves are divided into three types: democratic, authoritarian, and permissive. A democratic parenting style, which is warm yet firm, has been proven to enhance a child's self-confidence and ability to adapt to social environments, whereas an authoritarian style which tends to be strict or a permissive style which is overly lenient can actually hinder these processes (Fitri et al., 2024).

Suboptimal parenting styles can trigger the emergence of individualistic behavior, fear of interacting with others, low self-confidence, and a tendency toward social isolation, which can ultimately lead to rejection by peers (Meriana & Wijayanti, 2025). Furthermore, in today's era of globalization, many parents are preoccupied with work, resulting in limited time for interaction with their children. This lack of interaction not only impacts children's cognitive development and language skills but also affects their mental, emotional, and social well-being, level of independence, health, and socialization abilities (Permata, 2022).

Research on the relationship between parenting styles and children's socialization skills in Islamic-based educational institutions remains scarce, particularly regarding parenting styles that limit children's social interaction. TKIT Qu At-Tartil is one of the schools with the highest number of students in the service area of the Karang Tengah Public Health Center in Sukabumi City, where the center implements the Early Stimulation, Detection, and Intervention Program for Child Growth and Development (SDIDTK) to monitor children's growth and development optimally.

Based on interviews conducted at TKIT Qu At-Tartil with 10 respondents, it was found that 6 children had poor social skills, characterized by a tendency to avoid crowds, unwillingness to lend writing materials to friends, and difficulty interacting with their surroundings. Meanwhile, only 4 children demonstrated good socialization skills. The 6 children with poor socialization skills were found to come from suboptimal parenting styles, such as parents who did not allow their children to play outside the home due to a lack of supervision and concerns about unwanted incidents. Additionally, some parents admitted to employing a parenting style that tends to be strict and disciplined, citing a desire to prevent their children from becoming naughty and disobedient. Therefore, this study offers a novel perspective by examining the relationship between parental parenting styles and preschool children's socialization skills within an integrated Islamic kindergarten setting in the health center's service area, while also highlighting the phenomenon of restricted social interaction among children. The purpose of this study is to determine the relationship between parenting styles and the social skills of preschool children at TKIT Qu At-Tartil within the service area of the Karang Tengah Community Health Center in Sukabumi City.

METHOD

This study is a correlational study using a cross-sectional approach. The population consists of all parents with preschool-aged children at TKIT Qu At-Tartil within the service area of the Karang

Tengah Community Health Center in Sukabumi City, with a sample of 92 respondents selected using total sampling. Data collection was conducted using a questionnaire. The variable of parenting style refers to the Parenting Style and Dimension Questionnaire-Short Version (PSDQ), which has been validated with a correlation coefficient of 0.76 and a Cronbach's alpha of 0.819 for the democratic parenting style indicator, 0.636 for the authoritarian parenting style indicator, and 0.572 for the permissive parenting style indicator (Önder & Gülay, 2009) . Meanwhile, the socialization ability variable consists of 20 statements and is based on a Likert scale. The validity test of the socialization ability instrument showed that most of the statement items were deemed valid because they had a p-value < 0.05, while items 3, 7, 11, 13, and 15 were deemed invalid and thus excluded from further analysis; the reliability test yielded a Cronbach's alpha of 0.816. Univariate analysis used frequency distribution, and bivariate analysis used Somers'd test. The research ethics approval was granted by the Ethics Committee of the Sukabumi College of Health Sciences with number: 001477/KEP STIKES SUKABUMI/2026.

RESULTS

Table 1.
Respondent characteristics (n = 92)

Respondent characteristics	f	%
Respondent Age (Years)		
20–30	15	16.3
31–40	64	69.6
> 40	13	14.1
Child's Age (Years)		
4	6	6.5
5	38	41.3
6	41	44.6
7	7	7.6
Employment		
Private Sector Employees	26	28.3
Civil Servants	11	12
Housewives	39	42.4
Other	16	17.4
Highest Level of Education		
Elementary School	2	2.2
Junior High School	3	3.3
High School	7	7.6
Higher Education	80	87

Table 1 shows that the majority of respondents were aged 31–40 years (64 people, or 69.6%), had children aged 6 years (41 people, or 44.6%), were homemakers (39 people, or 42.4%), and had a college education (80 people, or 87%).

Table 2.
Univariate Analysis

Variable	f	%
Parenting Style		
Democratic	64	69.6
Authoritarian	27	29.3
Permissive	1	1.1
Children's Socialization Skills		
Good	33	35.9
Fair	47	51.1
Insufficient	12	13

Table 2 shows that the majority of respondents practice a democratic parenting style, namely 64 people (69.6%), and have children with adequate social skills, namely 47 people (51.1%).

Table 3.
The Relationship Between Parenting Styles and Children's Social Skills

Parenting Style	Children's Social Skills						Total	%	P-Value
	Good	%	Fair	%	Poor	%			
Democratic	28	43.8	30	46.9	6	9.4	64	100	0.006
Authoritarian	5	18.5	16	59.3	6	22.2	27	100	
Permissive	0	0	1	100	0	0	1	100	

Table 3 shows that the majority of respondents who practice a democratic parenting style have children with adequate social skills, totaling 30 people (46.9%), while a small portion have children with poor social skills, totaling 6 people (9.4%). Meanwhile, the majority of respondents who practiced an authoritarian parenting style had children with adequate social skills, totaling 16 children (59.3%), while a small minority had children with good social skills, totaling 5 children (18.5%). Additionally, all respondents who practiced a permissive parenting style had children with adequate social skills, totaling 1 child (100%). Based on the results of the Somers'd statistical test, a p-value of 0.006 ($p < 0.05$) was obtained, indicating a relationship between parenting styles and the social skills of preschool children at TKIT Qu At-Tartil within the service area of the Karang Tengah Public Health Center in Sukabumi City.

DISCUSSION

The research findings indicate that the majority of parents practice a democratic parenting style. Parenting is both a responsibility and a skill that parents use to care for and guide their children. This concept encompasses all parental behaviors in raising children, both directly and indirectly, with the hope that every effort made will have a positive impact on the child's life, including in religious, social, and national aspects (Silitonga et al., 2023). Among various types of parenting styles, the democratic parenting style is the most widely practiced by parents. This is because democratic parenting prioritizes the principle of freedom that remains guided within various family activities. Through this approach, parents are able to view and treat children as whole individuals, both physically and emotionally, without adopting an authoritarian stance in the parenting process (Meikawati & Fitriliana, 2023).

One factor related to parenting styles is education. Parental education plays a crucial role as a bridge between the child and their social environment, including in introducing life norms, interactions with adults, and the values upheld within the family. The educational process within the family contributes to shaping the child's character and supports their development through the various responses they receive. Essentially, raising a child is a tangible effort by parents to optimize the child's full potential (Meikawati & Fitriliana, 2023). Additionally, parents with higher levels of education generally have a better understanding of child development and tend to practice two-way communication. This leads them to more frequently adopt a democratic parenting style, which is considered effective in supporting children's growth and development optimally (Veronika et al., 2025). Research findings indicate that the majority of children possess adequate socialization skills. Socialization skills refer to a child's ability to learn how to interact with their surroundings. These skills also encompass understanding others' feelings and the ability to form relationships with those around them (Wijayanti et al., 2025).

Parents' work is one of the factors associated with children's social skills. Parents' busy schedules often limit the time they have to accompany and engage in activities appropriate for their child's developmental stage. This situation can affect children's social skills, as most of parents' time is consumed by work, so interaction with children generally only occurs in the evening, when the child is already tired. In fact, socialization skills are not determined solely by the duration of playtime but also by attention and affection, particularly from the mother. Such emotional support plays a crucial role in fostering empathy and enhancing children's sensitivity to their surrounding environment (Novrianti et al., 2025).

Research findings indicate a relationship between parenting styles and the socialization skills of preschool-aged children. This study is supported by Veronika et al. (2025) , which states that there is a relationship between parenting styles and the socialization skills of preschool-aged children. A similar point is made by Nadilah et al. (2025) , noting that parenting styles are associated with socialization skills in children aged 4–6 years. This is also consistent with the research by Meikawati & Fitriliana (2023) , which indicates a significant relationship between parenting styles and socialization skills in preschool children.

Socialization skills are a learning process that enables children to understand how to interact and build relationships with others effectively. This process needs to be developed from an early age as it forms the foundation for children to build positive relationships with peers and their surrounding environment (Wijayanti et al., 2025) . A child's social development is greatly influenced by parenting styles, particularly in introducing societal values and norms. Children with good social development will find it easier to interact, cooperate, and demonstrate a spirit of mutual assistance. Conversely, suboptimal social development may occur if children are rarely given opportunities to interact outside the home, thereby limiting their social circle to the family alone (Fatimah et al., 2024) .

Democratic parenting is known as an approach that gives children the opportunity to participate in decision-making, yet is accompanied by clear boundaries. Parents who adopt this parenting style tend to foster open communication, mutual respect, and provide wise supervision without being overly restrictive or overly permissive (Nafisah et al., 2025) . In addition, parents also give children space to express their opinions, thereby encouraging the development of critical thinking skills, improving effective communication skills, and fostering self-confidence in children (Veronika et al., 2025) .

CONCLUSION

The research results indicate that the majority of parents practice a democratic parenting style, and the majority of children possess adequate socialization skills. The findings also reveal a correlation between parental parenting styles and socialization skills among preschool children at TKIT Qu At-Tartil within the service area of the Karang Tengah Public Health Center in Sukabumi City.

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