

Implementation of Authoritative Parenting Patterns on the Independence of 5–6-Year-Old Children at the Mathla'ul Huda Ambarawa Pringsewu Early Childhood Education Center

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Abstract

This study aims to describe the implementation of authoritative parenting and analyze its influence on the independence of children aged 5–6 years at PAUD KB Mathla'ul Huda Ambarawa. Authoritative parenting is an approach that balances warmth, communication, and rational control to optimally support children's character development. This research employed a descriptive qualitative method involving teachers, the principal, and students as research subjects. Data were collected through observation, interviews, and documentation. The data were analyzed using data reduction, data display, and conclusion drawing, and validated through source and technique triangulation. The findings indicate that authoritative parenting is implemented through responsibility habituation, providing children with opportunities to choose activities, two-way communication, and firm yet warm rule enforcement. This implementation positively affects children's independence, as reflected in their ability to perform daily tasks independently, show self-confidence, discipline, and interact socially. Therefore, authoritative parenting is considered effective in fostering independence and character building in early childhood education.

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1. INTRODUCTION

TPA is a form of early childhood education (PAUD), which is a non-formal educational pathway that provides educational programs, including child care and welfare, from birth to age 6. In other words, Child Care Centers (TP) are a vehicle for education and welfare development. Children who function as substitute families for a certain period of time when their parents are unable or do not have sufficient time to care for their children due to work or other reasons (Riau, 2025).

According to the Big Indonesian Dictionary, influence is the power that exists or arises from something (a person or object) that helps shape a person's character, beliefs, or actions. Influence, according to experts, has several definitions, depending on the context. Here are some definitions of influence according to several experts: Stephen Robbins: In an organizational context, influence is a person's ability to influence others in achieving certain goals. This can occur through power, persuasion, or manipulation. John W. Gardner: Influence can be defined as a person's ability to influence the opinions, attitudes, or behavior of others, often without using direct force or coercion. It

can be concluded that influence is the ability to change someone's opinions, attitudes, or behavior. This can be done in various ways, including persuasion or psychological techniques, but does not involve direct coercion (Fauziah et al., 2025).

Parenting consists of two words: pattern and care. According to the Big Indonesian Dictionary, pattern means a pattern, model, system, working method, fixed form (structure). Meanwhile, the word care means to look after (care for and educate) small children, guide (help, train, etc.), and lead (head and organize) an agency or institution (Sari & Mulyadi, 2020). Parenting is the way parents treat children with general education through an interaction process in the form of care, meeting children's needs, protection, teaching behavior, and socialization. Every parent has a different parenting style in educating and caring for children (K. Anak & Tahun, 2023).

Parenting is a parental responsibility that extends beyond meeting a child's basic needs (food, clothing, and safety). Parents must also meet their child's needs. A child's primary need is guidance in learning to behave according to social expectations. Meeting emotional needs, such as warm and secure relationships, and feeling accepted and loved, is also crucial (Setiyawati et al., 2024). Parenting styles play a crucial role in a child's growth and development. In fact, these parenting styles can determine whether a child's growth and development progress well (Luh et al., 2021). Parents act as role models for their children, so each parenting style they employ has a significant impact on their growth and development (Dewi & Widyasari, 2022). Parents must be careful when implementing parenting styles, as each approach has advantages and disadvantages that must be considered (Novera et al., 2025).

Parenting styles refer to how parents' guide, educate, and provide emotional support to their children. According to Baumrind (1991), there are three parenting styles: authoritative, authoritarian, and permissive. Of these three, authoritative parenting is considered the most balanced because it combines high demands with warmth and open communication (Missasi, 2025).

Authoritative parenting is a type of parenting style developed by Baumrind. Authoritative parents also employ punishment, but it is minimized and replaced by communication to find joint solutions, as they highly value their children's decisions, allowing them to express their opinions. It can be said that parents who implement authoritative parenting are rational in their actions. They are more open to their children, as they desire to help their children better understand and be able to implement behaviors in accordance with applicable rules, provide stimulation for children to respect others, and teach discipline in a different way (Harlistyarintica & Fauziah, 2021).

Independence is an essential aspect for every child. It helps them achieve their life goals and prepares them for the future. Independence focuses on a child's ability to serve themselves. It is also demonstrated by their ability to make decisions and solve problems (Usia et al., 2023). This independence is an important foundation for developing an independent character that benefits both the individual and the surrounding community (Jurnal et al., 2025). Independence is the ability to regulate one's own behavior and be accountable for one's own behavior without being overly dependent on parents. Independence (*self-reliance*) is the ability to manage everything we have, know how to manage time, walk and think independently, accompanied by the ability to take risks and solve problems. Independence is one of the characteristics or personalities of a human being who cannot stand alone; independence is related to the character of self-confidence and courage (Harianto & Alfita, 2020).

Independence in early childhood is a crucial aspect of developmental psychology. The age period of 0–8 years is considered the golden age for character and behavior formation, including the ability to act independently. The ability to be independent is crucial for children from an early age. Independence is demonstrated by actions that are not dependent on others. At the age of 4–5, children must develop independence skills as a foundation for daily life. Learning during this period should focus on developing basic skills that support independence (Bima et al., 2025). Independence encompasses a child's ability to manage themselves, make decisions, and take responsibility with minimal assistance from adults. Developing independence in early childhood is crucial, as it lays the foundation for their future development (M. Children & Activities, 2024).

Based on the results of observations conducted at the PAUD KB Mathla'ul Huda, Ambarawa District, there are some children who are able to eat and drink independently, and there are also some children who are not yet able to eat and drink independently or still need help from caregivers. Independence is a behavior that can provide many positive influences, because independence in children will be seen when children will carry out simple daily activities. In general, the independence of early childhood can be measured through how children behave physically and their social-emotional behavior. A child's independent character can not only be formed from the family environment, but in the school environment and society, where children can develop an independent character (No et al., 2019). Thus, this observation is important to do in order to determine the extent to which children at PAUD KB Mathla'ul Huda can eat and drink and do simple activities such as wearing shoes or sandals by themselves without the help of others, and so on. Therefore, based on the problems above, the researcher is interested in taking the title *The Influence of Authoritative Parenting Patterns on the Independence of Children Aged 5-6 Years at PAUD KB Mathla'ul Huda Ambarawa*.

2. METHOD

This study employed a qualitative approach with a descriptive approach. The qualitative approach was chosen because the study aimed to deeply understand the implementation process of authoritative parenting and its impact on the independence of children aged 5–6 years in a natural context. The study did not focus on numbers or statistical measurements, but rather on the meaning, behavior, and interactions that occur during the learning process in the school environment. This approach enabled researchers to obtain a comprehensive picture of the phenomenon under study.

The research was conducted at the Early Childhood Education Center (PAUD) KB Mathla'ul Huda Ambarawa, which was chosen as the research location because the institution implements character building and children's independence in daily learning activities. Furthermore, this school was deemed relevant to the research focus, namely the application of authoritative parenting in early childhood education. The research was conducted during teaching and learning activities so that the researcher could directly observe the activities of children and teachers. The research subjects consisted of class teachers, the principal, and children aged 5–6 years as students. Teachers and the principal served as primary informants to provide information on parenting and learning strategies, while the children were observed to observe the development of their independence. Subject selection was carried out purposively, namely based on the consideration that they had information relevant to the research objectives.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted directly in the classroom to observe how teachers implement authoritative parenting styles and how children respond and behave independently during learning activities. Researchers used observation sheets as a guide to ensure more focused observations. Semi-structured interviews were conducted with teachers and the principal to gather more in-depth information regarding the strategies, obstacles, and results of implementing these parenting styles. Meanwhile, documentation in the form of activity photos, child development notes, and school archives was used to supplement and strengthen the data from the observations and interviews.

The research instrument used was the researcher herself, assisted by observation guidelines, interview guidelines, and field notes. In qualitative research, the researcher plays a direct role in collecting, interpreting, and analyzing data, thus requiring precision and objectivity throughout the research process. Data analysis techniques were carried out in stages through data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting and focusing on information relevant to the research. The data were then presented in descriptive narrative form for ease of understanding. The final stage was drawing conclusions based on the analyzed findings to answer the research problem formulation.

To ensure data validity, researchers used triangulation of sources and techniques, comparing data from observations, interviews, and documentation. This approach increased the validity and reliability of the information obtained. Through this procedure, the research results are expected to accurately describe the implementation of authoritative parenting and its impact on the independence of 5–6-year-old children at the KB Mathla'ul Huda Early Childhood Education Center (PAUD) in Ambarawa.

3. RESULTS AND DISCUSSION

3.1 Research result

3.1.1. Overview of the Implementation of Authoritative Parenting

Based on observations, interviews with class teacher Nur Fadhilah, and documentation of learning activities at the Mathla'ul Huda Early Childhood Education Center (PAUD KB) in Ambarawa, it was found that authoritative parenting has been consistently applied in the early childhood education process. Teachers act as companions who provide children with the freedom to explore, while still providing clear rules, boundaries, and guidance. The implementation of this parenting style is evident in several practices, including:

- a. giving children the opportunity to choose learning activities,
- b. two-way communication between teachers and children,
- c. enforcement of the rules firmly but not harshly,
- d. giving appreciation for children's efforts, and
- e. habituation of responsibility in daily activities.

Teachers don't use physical punishment or yelling, but instead use a dialogue approach and logical consequences. This creates a warm, safe, and nurturing classroom atmosphere conducive to children's development.

3.1.2. Independence Level of Children Aged 5–6 Years

Observation results show that most children have shown good indicators of independence, including:

- a. able to put on shoes and tidy up bags by themselves,
- b. eat and drink without assistance,
- c. complete simple tasks independently,
- d. dare to express an opinion,
- e. able to wait one's turn,
- f. responsible for cleaning up the play equipment.

Of all the children observed, the majority were developing as expected to very well. Only a few still needed supports, particularly in emotional management and decision-making.

3.1.3. The Relationship Between Authoritative Parenting and Independence

Interviews with teachers and parents revealed that a warm yet firm approach helps children feel valued and establishes boundaries for their behavior. Children become more confident, more willing to try new things, and less afraid of making mistakes. Teachers explained that when children are allowed to try things on their own before being helped, they learn responsibility more quickly. This approach is effective in increasing children's self-confidence and problem-solving skills.

3.2 Discussion

The research results show that the implementation of authoritative parenting at the KB Mathla'ul Huda Ambarawa Preschool has a positive influence on the development of independence in children aged 5–6 years. This finding aligns with Baumrind's theory, which states that authoritative parenting combines rational control with emotional warmth, thus fostering independent, disciplined, and responsible children.

Teachers' approaches, such as two-way communication, providing choices, and fostering responsibility, encourage children to be active participants in the learning process. Children not only receive instructions but are also involved in simple decision-making. This involvement fosters critical thinking skills and self-confidence. Furthermore, consistent implementation of rules helps children understand the consequences of every action. Children learn that every behavior carries responsibility, fostering discipline from within, not through coercion. A supportive school environment is also a contributing factor.

A friendly classroom atmosphere allows children to feel safe trying new things without fear of reprimand. When children make mistakes, teachers provide persuasive guidance, rather than punishment. This has been shown to increase learning motivation and independence. However, several obstacles remain, such as differences in parenting styles at home. Some children who are accustomed to excessive parental supervision tend to be less independent at school. Therefore, collaboration between teachers and parents is necessary to ensure harmonious parenting styles are implemented. Overall, research findings confirm that authoritative parenting is an effective approach to developing independence in early childhood. Children are not only able to carry out activities independently, but also develop a sense of responsibility, self-confidence, and good social skills.

The implementation of authoritative parenting in early childhood education is considered an effective approach in supporting children's personality development and

independence. Research conducted at the Mathla'ul Huda Early Childhood Education Center (PAUD) in Ambarawa found that authoritative parenting is not only applied as a theoretical concept but also manifested in everyday learning practices. Teachers act as both educators and caregivers, providing proportional guidance, direction, and control, accompanied by a warm, communicative, and empathetic attitude toward children. This approach has been proven to create a learning environment conducive to the growth of self-confidence and independence in children aged 5–6 years.

Conceptually, authoritative parenting emphasizes a balance between freedom and supervision. Children are given space to explore, but remain within the boundaries of clear rules. Field findings indicate that teachers provide opportunities for children to choose activities, complete tasks independently, and make simple decisions within their abilities. For example, children are given the freedom to choose educational toys, choose colors for coloring activities, or decide the order in which to complete assignments. This freedom is not blind, as teachers continue to guide so that children are able to act according to class norms and rules. This pattern helps children learn to take responsibility for their own choices.

Observations also show that interactions between teachers and children are dialogical. Teachers don't simply give one-way instructions, but engage the children in discussions and explain the rationale behind each rule. When children make mistakes, teachers don't immediately scold them, but instead engage them in conversation and provide an understanding of the consequences of their behavior. This approach aligns with the characteristics of authoritative parenting, which prioritizes two-way communication. Through open communication, children feel valued for their opinions, fostering a sense of emotional security. This sense of security is a crucial foundation for building independence, as children are less afraid to try new things.

In this study, the independence of early childhood children was evident in their ability to perform daily activities without adult assistance. Most children were able to put on their own shoes, tidy their bags, wash their hands, eat without being fed, and clean up their toys after use. These behaviors demonstrate consistent habituation by teachers. Habituation is an important strategy in early childhood education, as children's character is formed through repetition. By regularly implementing independent habits, children gradually develop a sense of responsibility for themselves.

These findings reinforce the opinion of child development experts who state that independence doesn't emerge suddenly, but rather through a process of practice and mentoring. Children who are constantly helped tend to become passive and dependent on others, while those given opportunities to try learn to overcome challenges independently. At the Mathla'ul Huda Early Childhood Education Center (PAUD) in Ambarawa, teachers deliberately delay assistance when children encounter minor difficulties. They give the children time to try before intervening. This strategy has proven effective in developing problem-solving and resilience in children.

Beyond physical aspects, independence is also evident in social and emotional aspects. Children appear more confident in expressing their opinions, asking questions when they don't understand something, and are able to interact with peers without relying on the teacher. The courage to speak in front of the class demonstrates strong self-confidence. This is inseparable

from the supportive and pressure-free classroom atmosphere. Teachers appreciate every effort, no matter how small.

This positive reinforcement increases children's intrinsic motivation to keep trying. From a psychological perspective, the application of authoritative parenting has a significant impact on the development of children's self-regulation. Children learn to control their emotions, wait their turn, and follow the rules of the game. When conflicts arise between peers, teachers guide children to resolve the problem through dialogue, not fighting. Thus, children not only become independent in their actions but are also able to manage their feelings and behavior. This self-regulation skill is crucial for entering the next level of education.

The development of children's independence in this study was also influenced by an authoritative parenting style, which can help children perform various simple activities independently. In this approach, children are seen as capable of developing their independence when allowed to regulate their own activities. The results of this study also support these findings, as evidenced by the children's ability to eat independently using a spoon or fork, put on and take off their shoes and socks, and tidy up after playing without requiring assistance. Furthermore, the presence of caregivers during activities at the preschool also plays a role in developing children's independence.

According to Wiyani, the characteristics of early childhood independence include self-confidence, the courage to do things, and making decisions based on one's own preferences. Children can express their desires when asked and dare to ask questions about anything they see. Other indicators include responsibility, such as being able to put away toys, bags, and shoes in their proper places, and being accountable for their actions.

The next thing that needs to be improved regarding the Authoritative parenting pattern is the benefits of early childhood independence, so that children can make independence a self-skill, self-ability and self-development of children that is appropriate to their age stage. PAUD can make children more independent with habits carried out at school, but it must be accompanied by what parents do at home to increase children's independence. One of the benefits of children entering PAUD according to Susilo is that children who attend PAUD become more independent, disciplined, and easily directed to absorb knowledge more optimally compared to children who have never attended PAUD in the context of this study, the behavior of children who can clean up play, and wait for their turn in an orderly manner identifies that the habits given by caregivers have been fully in the behavior of children while at PAUD KB Mathla'ul Huda.

This study confirms that authoritative parenting can foster children's independence while at the Mathla'ul Huda Early Childhood Education Center (PAUD KB Mathla'ul Huda). Through various simple activities, children gain hands-on experience, developing self-confidence, making their own choices, becoming responsible, and making friends easily. Thus, the influence of authoritative parenting can foster children's independence.

The results of this study align with Baumrind's theory, which states that children raised with an authoritative parenting style tend to have higher social competence, self-confidence, and better academic abilities compared to those raised with authoritarian or permissive parenting styles. An overly oppressive authoritarian style can make children fearful and passive, while a permissive style that is too free can lead to a lack of discipline. Conversely, an authoritative style

balances the two, allowing children to develop optimally. The implementation at the Early Childhood Education Center (PAUD) KB Mathla'ul Huda Ambarawa clearly demonstrates these characteristics.

The role of teachers as role models is also crucial. Early childhood children tend to imitate the behavior of the adults around them. When teachers demonstrate patience, discipline, and responsibility, children indirectly learn to emulate these behaviors. This role model strengthens the internalization of independence values. Therefore, the success of implementing authoritative parenting is determined not only by rules but also by the consistency of teachers' attitudes in daily life. This study also identified several obstacles. One is differences in parenting styles at home. Some parents still tend to be overly indulgent, so the independence habits developed at school are not reinforced in the family environment. Children who are accustomed to being fed or dressed by their parents demonstrate lower levels of independence than their peers. This situation suggests that successfully developing independence requires synergy between the school and the family. Without parental support, teachers' efforts are less than optimal.

The number of children in a class also presents challenges. When there are a large number of children, teachers need extra attention to monitor each individual's progress. However, through effective division of tasks and classroom management, these challenges can be minimized. Teachers utilize group work methods and routines to ensure children can continue to learn independently, even in a crowded classroom.

The discussion of the research findings confirms that authoritative parenting significantly contributes to increasing the independence of children aged 5–6 years. This independence not only encompasses the ability to perform daily activities but also encompasses emotional, social, and personal responsibility. Children become more confident, able to make decisions, and ready to face new challenges. A warm yet structured learning environment has proven to be an ideal combination for early childhood development.

Based on this, it can be concluded that the implementation of authoritative parenting at the KB Mathla'ul Huda Ambarawa PAUD has been effective and has had a positive impact on child development. This approach deserves to be maintained and developed as a primary strategy in early childhood education. Going forward, more intensive collaboration with parents through outreach or parenting classes is needed to ensure that parenting practices implemented at home align with those at school. This alignment is expected to optimize the development of independent character in children from an early age, so they grow into confident, responsible individuals who are prepared to face the next level of education.

4. CONCLUSION

Based on the research results obtained, it can be concluded that the Authoritative parenting style has an effect on the independence of children aged 5-6 years. So the suggestions that can be given are: first, for parents to be able to apply the Authoritative parenting style in order to foster independence in children so that children have abilities according to their age. Second, for teachers to be able to provide socialization about the Authoritative parenting style to parents, so that parents understand and comprehend how to apply the Authoritative parenting style, which in turn can foster independence in children. Third, for the principal to be able to hold a parenting schedule at the

beginning of the new academic year semester for parents of students, so that parents gain knowledge about the Authoritative parenting style and can train their children's independence. And fourth, for further researchers to research aspects of development or other abilities that children must have with the application of the Authoritative parenting style.

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