

ABSTRAK

HUBUNGAN POLA ASUH ORANG TUA DENGAN PERKEMBANGAN EMOSIONAL DAN KEMANDIRIAN SECARA FISIK PADA ANAK USIA PRASEKOLAH (4-6 TAHUN) DI TK PKK DESA LEMBUNG

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Pendahuluan: Ketika memasuki usia prasekolah, kemampuan anak secara fisik untuk beradaptasi sudah dapat dimanfaatkan dengan baik. Namun, kenyatannya sering ditemukan adanya keterlambatan penyesuaian sosial dan ketergantungan kepada orang tua terutama diusia awal sekolah. **Tujuan:** penelitian ini bertujuan untuk mengetahui hubungan pola asuh orang tua dengan perkembangan emosional dan kemandirian secara fisik pada anak usia prasekolah (4-6 tahun) di TK PKK Desa Lembung. **Metode:** penelitian ini menggunakan desain analitik korelasional dengan pendekatan *cross-sectional*, jumlah populasi sebanyak 32 orang diperoleh sampel dengan teknik *simple random sampling* yaitu 30 orang menggunakan alat ukur kuesioner dengan analisa data *rank spearman*. **Hasil :** Hasil penelitian didapatkan sebagian besar orang tua memiliki pola asuh otoriter sebanyak 18 orang (60,0%), sebagian besar anak memiliki perkembangan emosional cukup sebanyak 18 orang (60,0%), sebagian besar anak memiliki kemandirian secara fisik baik sebanyak 16 orang (53,3%). Berdasarkan hasil uji *rank spearman* didapatkan p value 0,014 (<0,05) artinya, ada hubungan pola asuh orang tua dengan perkembangan emosional pada anak usia prasekolah (4-6 tahun) di TK PKK Desa Lembung. Dan didapatkan pula p value 0,000 (<0,05) artinya, ada hubungan pola asuh orang tua dengan kemandirian secara fisik pada anak usia prasekolah (4-6 tahun) di TK PKK Desa Lembung. **Kesimpulan:** Pola asuh orang tua memiliki dampak terhadap perkembangan emosional dan kemandirian secara fisik pada anak, semakin baik orang tua memberikan pengasuhan kepada anak maka anak cenderung memiliki perkembangan emosional dan kemandirian secara fisik yang baik pada anak.

Kata kunci: pola asuh, perkembangan emosional, kemandirian secara fisik, anak usia prasekolah

ABSTRACT

THE RELATIONSHIP OF PARENTING PATTERNS WITH EMOTIONAL DEVELOPMENT AND PHYSICAL INDEPENDENCE ON PRESCHOOL CHILDREN (4-6 YEARS OLD) IN PKK KINDERGARTEN OF LEMBUNG VILLAGE

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Introduction: In the phase of entering preschool age, a child's physical ability to adapt is already able to be put in good use. However in reality, it is often found some delays in social adjustment and dependence on parents, especially at the early school age. **Purpose:** this study aimed to determine the relationship between parenting style and emotional development and physical independence in preschool-aged children (4-6 years) in PKK Kindergarten of Lembung Village. **Method:** This study used a correlational analytic design with a cross-sectional approach, with population of 32 people. The sample was obtained using a simple random sampling technique, namely 30 people using questionnaire measuring tool with Spearman rank data analysis. **Result:** The result showed that most parents had authoritarian parenting styles as many as 18 people (60.0%), most children had sufficient emotional development as many as 18 people (60.0%), and most children had good physical independence as many as 16 people (53.3%). Based on the result of the Spearman rank test, it was found that the p value was 0.014 (<0.05) meaning that there was relationship between parenting style and emotional development in preschool-age children (4-6 years) in PKK Kindergarten of Lembung Village. Whereas, it was obtained a p value of 0.000 (<0.05) meaning that there is a relationship between parenting parents and physical independence in preschool-aged children (4-6 years) in PKK Kindergarten of Lembung Village. **Conclusion:** Parenting style has an impact on emotional development and physical independence in children, the better parents provide care for children, the more likely children will have emotional development and physical independence in children.

Keywords: parenting style, emotional development, physical independence, preschool children