

Parenting Style to Support the Cognitive Development of Early Childhood

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ABSTRACT

Parents are responsible for the parenting of their children. The parenting style has a very big effect on child development. However, not all types of parenting styles can improve child cognitive competence. This is due to parents' limited understanding of parenting styles. This study aims to reveal and analyze the role of parenting styles to support the cognitive development of early childhood. This research uses a qualitative method with a library study approach. Data obtained through the study and analysis of literature related to parenting, such as scientific articles and books. The result of literature reviews show that parenting styles play a very important role in the cognitive development of early childhood. The most appropriate and dominant parenting style in optimizing the cognitive competence of early childhood is the authoritative style. This style has the highest demand and response, and it prioritizes warmth, encouragement, and care about early childhood. The authoritative style is believed to be suitable for the need and characteristics of early childhood cognitive development.

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INTRODUCTION

Early childhood is the most valuable time of one's lifetime, when brain development happens very fast (UNESCO, 2017). Scientists have discovered that the period of brain development is the first few years of one's life (Lipkowitz & Poppe, 2014). When a child is five years old, more than one billion neurons have made connection in the cerebral cortex (Rushton, 2011). The child's brain has the weight of 90% of the adult's (Finocchiaro, 2016). According to Bloom, a half (50%) of child intellectual potential has been formed when he or she is four years old (Chatib, 2016). The child's intellectual development has reached 80% when he or she is eight years old (Purnomo, 2013).

Child brain and intellectual development must be maximally made use of in order that child potential can develop optimally. The optimal development of child potential may bring about a change for a better world (UNICEF, 2016). Children can become the future hopes and social capital of a nation (Brooks, 2008). This means that

early age children are national assets which have to be sustainably maintained and taken care of very well.

Unfortunately, however, nowadays there are so many early childhood who do not get proper attention from their parents that their brain development is not optimal, such as eating, playing, and loving (UNICEF, 2017). Bullying and violence often happen to them (Morrison, 2008). They are treated improperly, such as physical and psychological violence, sexual harassment, and being ignored. This condition makes child development become hampered, even though the family has to be responsible for fulfilling child needs (Morrison, 2008). Through family environment, children can learn many things and develop their so many potentials.

For children, cognitive development plays a quite important role (Gülay Ogelman et al., 2015). Cognitive competence is very important in social relationship. Cognitive development for children can become the basis for self-development and can facilitate them to understand anything. With their cognitive competence, children can explore the world around them so that they can survive (Kurniasih, 2016). Child cognitive competence develops very fast during preschool (Anderson, 2012). Cognition is perceived as perception, knowledge, comprehension, memorizing, evaluating, problem solving, and decision making, and it enables an individual to understand life (Gülay Ogelman et al., 2015). For this reason, child cognitive competence has to be developed continuously and to be stimulated since early age.

Child cognitive development is the development related to child understanding of something obtained from interaction with the environment. Child cognitive development is closely related to perception, knowledge, comprehension, memorizing, evaluating, problem solving, and decision making (Gülay Ogelman et al., 2015). The central figure in child cognitive development is Jean Piaget, a philosopher and developmental psychologist from Switzerland (Santrock, 2009). Piaget's cognitive development theory has been used as reference by scholars all over the world.

Children develop their knowledge through their interaction with their environment. They interact with the environment, interpret the interaction based on their current interest, and make schema (Gülay Ogelman et al., 2015). Piaget believes that children are active developers of cognition through assimilation and accommodation which result in balance (Morrison, 2008; Salkind, 2004; Santrock, 2009). Assimilation happens when children use their available schema to receive new experience, while accommodation happens when children adapt themselves to new information and change the available schema to adapt to new information (Morrison, 2008; Santrock, 2009). In Vygotsky's sociocultural zone, it is mentioned that social interaction plays an important role in cognitive development (Morrison, 2008; Salkind, 2004). Child social interaction with the environment is very influential to their development because the interaction which is done by children will result in new experience. Social interaction with other people can improve mental, language, and social development (Morrison, 2008). The more often children interact with the environment, the more developed their cognition will be.

Based on this explanation, this study is intended to identify and describe the cognitive development of early childhood in terms of Diana Baumrind's parenting style. So far, studies on Diana Baumrind's parenting are often associated with adolescent behavior and achievements, such as the influence of parenting style on adolescent competence and substance use (Baumrind, 1991) and relationship between parenting style and academic achievement among Iranian teenagers in

Sirjan(Dehyadegary et al., 2012). In fact, various literatures show that parenting style is very influential on the cognitive and social emotional development of early childhood.

Parenting is considered the most effective way for the cognitive development of early age children. Parenting styles have a big effect on the domain of child life (Bibi, 2013). The quality of good parenting is significantly correlated with the better quality of child reading (Dexter, 2014). Parents are an important external factor in child cognitive development (Finocchiaro, 2016). Skillful parenting can stimulate child intellectual development (Brooks, 2008). Parenting given by parents and the environment can affect intellectual development (Finocchiaro, 2016; UNESCO, 2017).

Parenting is the process of action and interaction between parents and children (Brooks, 2008). Parenting is implemented by parents in order that their children are educated and trained (Santrock, 2009). The form of parenting can be viewed from two dimensions, i.e. demandingness and responsiveness(Baumrind, 1966, 1991; Fadlillah, 2020; Kordi & Baharudin, 2010). The two dimensions of parenting will affect and determine parenting styles.

The parenting style is a series of attitudes shown by parents to children to create emotional climate that surround parents - child interaction (Berns, 2010; Lestari, 2014). In a different language, stated that parenting style is the psychological construction which represents the standard strategy used by parents in raising up their children (Kordi & Baharudin, 2010). The key figure in parenting style is Diana Baumrind. Her research has affected experts for five decades (Brooks, 2008). There are three parenting styles offered by Baumrind including authoritative, authoritarian, and permissive styles (Baumrind, 1966, 1971, 1991; Baumrind et al., 2010). Another opinion mentions four parenting styles , by adding uninvolved as the fourth style(Holden, 2010). The above mentioned studies show the needs for deeper exploration of how parenting can help the cognitive development of early childhood.

METHOD

In line with the purpose of writing this article, the author of this article used the literature review method. The literature review is the activity to review and analyse various literature materials which have been published by academicians or researchers related to the topic to be studied (Taylor, 2010). The steps that the author took include, firstly, gathering various kinds of information from books and journal articles related to the parenting style and cognitive development of early childhood. The book that is the main reference in this research is *The Process of Parenting*, while some of the articles used are *Parenting Attitude and style and Its Effect on Children's School Achievements*, *Parenting Patterns for Developing Early Childhood Multiple Intelligences: A Study of Phenomenology in Indonesia*, *Effects of Authoritative Parental Control on Child Behavior*, *Contribution of Parenting Style in Life Domain of Children*, and *Parenting Styles of Chinese Families and Children's Social-emotional and Cognitive Developmental Outcomes*.

Secondly, the author analysed and reviewed critically the knowledge, ideas, and findings in the literature materials. Thirdly, the author classified the information gathered from various forms of the literature to find the information which was in line with the needs and highly related to the parenting and cognitive development of early childhood. Fourthly, the author formulated the theoretical contribution and drew conclusion related to the role of parenting in supporting the cognitive development of early childhood based on the ideas put forward by experts and authors of the books which were studied.

RESULT AND DISCUSSION

Parenting and child cognitive development cannot be separated. Research has shown that there is a relationship between parenting styles and child academic achievement (Dehyadegary et al., 2012; Hidalgo, 2016; Kordi & Baharudin, 2010). In addition, parenting plays an important role in affecting child behaviour (Baumrind, 1966; Berns, 2010). The children who receive authoritative parenting tend to be independent, disciplined, explorative, and cooperative. The children who receive authoritarian parenting tend to be unsatisfied, scared, suspecting, and unwilling. The children who receive permissive parenting tend to be impulsive, dependent, and have bad self-control. Therefore, parents' treatment of their children is very influential to their learning habit.

Parenting is a process of acting and reacting between parents and their children (Brooks, 2008). The cognitive development of children very much depends on their interaction with their environment (Gülay Ogelman et al., 2015). The environment contributes very much to child cognitive development. A conducive environment has a positive impact on child development. On the contrary, the unsafe environment will result in child development which is not maximal. The environment of the children has an effect of their beliefs, behaviour, and achievement (Morrison, 2015). According to Vygotsky, social interaction plays an important role in cognitive development (Salkind, 2004). Children's social interactions with their environment have a great effect on their development because the interaction they do results in new experience in their life.

Parents are children's closest environment. Children usually spend most of their time with their parents (Finocchiaro, 2016). Physical and mental activities are very important in organizing knowledge by learning the objects available in the environment and by solving problems, as well as interacting with others (Morrison, 2008). For this reason, parents have to give a lot of experience and always have positive interaction with their children. Child experience determines what they are going to be. Positive interaction with adult baby sitter stimulates the baby's brain in formulating synapsis connection and strengthening the available connection (Morrison, 2008).

In parenting, parents play a role in giving motivation, support, and various forms of activities which can support and stimulate child cognitive competence. The experience that children experience will become new information which broadens the child horizon in the future. According to Piaget, children learn and develop their knowledge through the experience their five senses catch (Salkind, 2004). For this reason, parenting activities must be designed in accordance with the needs and refer to child development stages.

The parenting done by parents is very influential to child cognitive development (Finocchiaro, 2016). Parents play a very important role in the first years of child life (Li & Xie, 2017). In the first five years of a child life, billions of neurons are connected and child cognitive development depends very much on the environment stimuli (Rushton, 2011). The involvement of parents in the parenting and education of early childhood and early intervention have a positive effect on child achievement (Hidalgo, 2016; Kordi & Baharudin, 2010; Morawska & Sanders, 2009). There are four roles of mothers after they give birth to their babies: 1) to give protected environment for reducing risks; 2) to give experience which brings about maximum potential development; 3) to become counsellor in a larger community; and 4) to become unreplaceable strength in their child life (Brooks, 2008).

Based on various studies above, it can be understood that parents' treatment has a positive impact on child development. This means that parenting styles very affect

and determine child cognitive development at the later stages. Cognitive development is the development which is related to perception, knowledge, memorizing, and problem solving (Gülay Ogelman et al., 2015). Early age child cognitive development is very much affected by parenting styles. Parenting styles are psychological construction which represents the standard strategy used by parents in raising up their children (Kordi & Baharudin, 2010). Parenting styles depend on parents' behaviour and attitude. In this context, parents play a vital role in giving early stimuli needed by the brain for child development (Brooks, 2008).

Parenting styles for child cognitive development can be classified into three: authoritative, authoritarian, and permissive (Bibi, 2013; Brooks, 2008; Holden, 2010). Each of those parenting styles has different characteristics. The authoritative parenting style is the parenting style which is warm and responsive to children, combining demandingness and responsiveness (Bibi, 2013). This style encourages children to become independent but it also places restrictions and controls on their behaviour (Santrock, 2009).

The authoritarian parenting style is a form of parenting which is not responsive to children (Baumrind, 1966, 1971, 1978, 1991; Baumrind et al., 2010). Parents are very demanding as they wish. Authoritarian parenting is indicated by restriction and punishment and compelling children to obey parents' instruction (Santrock, 2009). Parents are not warm and loving their children. The permissive parenting style is the parenting which does not care about the condition and behaviour of the children. Permissive parents do not demand much from the children and they are also not responsive to child condition (Baumrind, 1966, 1991).

Of the three parenting styles above, some studies reported, the authoritative parenting style is more dominant in child cognitive development (Bibi, 2013). However, in certain conditions in some countries, the result is different. For example, Asian-American parents generally follow the Asian traditional parenting and they impose discipline and control over their children (Kordi & Baharudin, 2010; Li & Xie, 2017). Some studies even show that the authoritarian parenting style is very good for child academic development, but it has a negative impact on child sociability (Li & Xie, 2017). The results of the study of various literatures show that the cognitive development of early childhood can develop well when they get proper care from their parents. Where parents are always warm, caring and provide maximum support for children's needs. This shows that the authoritative style plays an important role in supporting the cognitive development of early childhood.

In child cognitive development, the authoritative parenting style seems to be more popular compared to the authoritarian parenting style. Authoritative parenting is highly related to the academic performance level and high learning skill (Beau Abar, 2009). Conceptually, authoritative parenting very much supports child academic development (Baumrind, 1966; Baumrind et al., 2010). This parenting style has a positive impact on child and teenager life domains (Bibi, 2013). In addition, it can improve child psychosocial maturity and competence in school (Kordi & Baharudin, 2010). According to the National Institute of Child Health and Development, good parenting, affection and warmth, and positive stimuli suitable for child age exhibited from birth on makes a great different in lifetime cognitive development (Morrison, 2008). Morrison's idea is highly in line with the characteristic of authoritative parenting, which puts more emphasis on hopes and warmth, and responsiveness to child needs. Through authoritative parenting, child cognitive competence can be developed optimally. The results of this study can provide many lessons and add

insight for parents that all forms of control and treatment given to children can affect their development. Through this research, it is hoped that parents will always prioritize love and warmth in raising children and not demanding children excessively. Thus the child can grow and develop optimally.

CONCLUSION

Several literature studies that have been analysed show that parenting plays a very important role in developing early childhood cognitive competence. The growth and development of early childhood brain take place very fast so that it needs stimuli from parents and child immediate environment. This means that parenting done by parents very much affects child cognitive development. For this reason, parents are obliged to do the parenting correctly in accordance with child needs and development. The best and effective parenting style in early childhood cognitive development is authoritative. This parenting style tries to combine parents' demandingness and responsiveness to children. Parents are more strict and authoritative to children, and they always show warm and care to children. This condition is in conjunction with child needs and development; early childhood still need attention, affection, and stimuli from the people surrounding them.

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AUTHOR CONTRIBUTION STATEMENT

The author (MF) has participated in this research, including: compiling the manuscript, collecting data, and analyzing the data. The author hopes that the results of this study can provide information for parents and teachers in educating and caring for their children.

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