

The Impact of Democratic Parenting on the Language Development of Children Aged 3–5 Years

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ABSTRACT

The first five years constitute the "golden years" of an individual's life. This peak period of development requires appropriate stimulation to achieve optimal growth. It is also a time when intelligence, skills, language abilities, and social skills are formed. A child's growth and development are influenced by various factors, including genetics and environmental elements (biological, physical, and psychosocial factors, as well as family dynamics and cultural customs). Parenting styles significantly influence child development, particularly regarding communication. Parenting practices—such as emotional attachment, verbal interaction, and the structuring of the communication environment—play a crucial role in either supporting or hindering a child's speech development. Parenting styles that lack communication or interaction can lead to difficulties in a child's speech skill acquisition. Every child grows in a unique way. Child development encompasses four domains: gross motor skills, fine motor skills, personal-social skills, and language. This study employed a cross-sectional research design with a sample size of 25 participants. The independent variable was parenting style, and the dependent variable was the child's language development. The Spearman's rho test results yielded a value of $p = 0.05 < \alpha = 0.018$, indicating a relationship between parenting style and language development in children aged 3–5 years; specifically, children raised under a democratic parenting style demonstrated superior verbal abilities compared to those raised under authoritarian or permissive styles. Consequently, the roles of both mother and father in child-rearing have a significant impact on language development. Mothers, who typically interact more frequently with their children at home, play a key role in providing language stimulation.

Keywords: Parenting Style, Child Language Development

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INTRODUCTION

The first five years constitute the "golden years" of an individual's life. This peak period of development requires appropriate stimulation to achieve optimal growth. It is also a time when intelligence, skills, language development, and social skills are formed. A child's growth and development are influenced by various factors, including genetics and the environment (encompassing biological, physical, and psychosocial factors, as well as

family and cultural customs). Child development encompasses four domains: gross motor skills, fine motor skills, personal-social skills, and language. Language ability is sensitive to delays or impairments in other systems, such as cognitive, sensorimotor, psychological, and emotional functions, as well as the child's surrounding environment (Soetjiningsih, 2013).

According to the World Health Organization (WHO), more than 200 million children under the age of five worldwide fail to reach their full speech development potential, with the majority residing in Asia and Africa. The incidence rate of speech development delays ranges from 12–16% in the United States, 24% in Thailand, and 22% in Argentina, while in Indonesia, it stands at 29.9%. The Indonesian Ministry of Health reported that 0.4 million (16%) young children in Indonesia experience speech development delays (Sofiyah et al., 2023). Speech delay refers to an impediment in a child's speaking ability. Children with language development disorders are at higher risk of facing academic difficulties, shyness, anxiety disorders, and challenges in socializing with their environment.

Parenting styles significantly influence child development, particularly regarding communication (Triani et al., 2024). Parenting styles that lack communication or interaction can hinder a child's development of speech skills. Parental involvement in daily caregiving activities can influence the occurrence of speech delays in children. Parenting styles fall into three categories: the democratic style, characterized by parents allowing the expression of the child's ideas alongside supervision; Authoritarian parenting, in which parents impose limits, administer punishment, and demand obedience to their commands. Permissive parenting involves parents who are often uninvolved in their children's lives, granting them extensive freedom with few restrictions.

METHOD

This study employs a quantitative research method with an analytical framework, utilizing a cross-sectional design to examine relationships, influences, and differences. The study involves two variables: the independent variable, which is parenting style, and the dependent variable, which is children's language development. The research was conducted at PAUD Nurul Huda, located in Jabon Village, Mojoanyar, Mojokerto. The research period is from April 15 to July 15, 2026. The study population consisted of all students aged 3–5 years at PAUD Nurul Huda, Jabon, Mojoanyar, Mojokerto. A total sampling technique was used, meaning the entire population—comprising 25 individuals—served as the research sample. Data collection was carried out using a questionnaire to gather primary data directly from respondents. Data analysis was performed using the Spearman Rank test with a significance level of $\alpha = 0.05$.

FINDING AND DISCUSSION

RESEARCH RESULT

Based on Parenting Styles

Table 1. Table 1. Frequency distribution of parenting styles at PAUD Nurul Huda, Jabon, Mojokerto

No	Parenting Style	Frequency	Percentage (%)
1.	Dominant Democratic	14	53,8
2.	Dominant-Authoritarian	8	30,8
3.	Dominant Permisif	3	11,5
Amount		25	100

Source : Primary data

Table 1 shows that the majority of parents (14, or 53.8%) employ a predominantly democratic parenting style, while a small minority (3, or 11.5%) employ a predominantly permissive parenting style.

Based on Children's Language Development

Table 2. Table 2. Frequency Distribution of Children's Language Development at PAUD Nurul Huda, Jabon, Mojokerto

No	Children's language Development	Frequency	Percentage (%)
1.	normal	21	84
2.	Warning	4	16
Amount		25	100

Source : Primary data

Table 2 Table 2 shows that the majority of children (21 or 84%) exhibited normal language development, while a small minority (4 or 16%) showed development requiring monitoring.

Table 3. Crosstabulation of Parenting Styles and Children's Language Development at PAUD Nurul Huda, Jabon, Mojokerto.

Parenting Styles	Children's Language Developmen					
	Normal		Warning			
	Σ	(%)	Σ	(%)		
1 Dominan Demokratis	14	7	0	0	1	100
2 Dominan Otoriter	5	62.6	3	37.5	4	100
3 Dominan Permisif	2	66.7	1	33.3	8	100
Amount	21	16.7	4	33.3	2	100
					3	5

Source : Primary Data

Based on Table 3, the cross-tabulation of parenting styles and children's language development at PAUD Nurul Huda in Jabon, Mojokerto, shows that among the children whose parents predominantly employed a democratic parenting style, language development was normal in all cases (14 children, or 100%).

DISCUSSION

1. Parenting Styles

Table 1 shows that the majority of parents employ a predominantly democratic parenting style (14 children; 53.8%), while a small minority employ a predominantly permissive style (3 children; 11.5%).

Parenting styles refer to the strategies parents use with their children regarding socialization, care, education, guidance, protection, and discipline; these styles facilitate a process through which children learn to behave in accordance with social standards and expectations. Parental child-rearing skills have a significant impact on a child's growth and language development throughout their life.

Democratic parenting is an approach that prioritizes the child's rational interests and physical well-being—recognizing that physical health influences psychological development and positive behavior. Parents who adopt this style tend to balance control with affection, giving children the opportunity to develop independence and fostering better overall development. This parenting style is particularly well-suited for children aged 3 to 5 years

A mother's presence plays a decisive role in a child's developmental status. One aspect of development influenced by a mother's presence is language development. Language development is shaped by both nature and nurture. An ideal home environment for language development is one rich in stimulation.

2. Child Language Development

Table 2 shows that the majority of the children (21 children or 84%) exhibited normal language development, while a small proportion (4 children or 16%) showed development requiring attention (warning status).

Children use language to communicate and adapt to their environment, facilitating the exchange of ideas, thoughts, and emotions. Language can be expressed through speech—which relies on verbal symbols—and serves as the primary means of communication for humans.

Every child is a unique individual; due to differing innate factors and parenting styles, the achievement of language development milestones varies from child to child. Consequently, parents—particularly mothers—play a crucial role in a child's language development. A child's language development determines their overall cognitive growth. In this group, 21 children fell into the "normal" category for language development, demonstrating the ability to use or repeat antonyms and name four colors. Meanwhile, four children fell into the "caution" category; these children could accurately count five cubes and name three different adjectives.

3. The Relationship Between Parenting Styles and Children's Language Development

Table 3, which presents the cross-tabulation of parenting styles and children's language development at PAUD Nurul Huda (Jabon, Mojokerto), shows that the majority of children—specifically 14 children (100%)—whose parents employed the dominant democratic parenting style exhibited normal language development.

Statistical analysis using Spearman's rho yielded a p-value of 0.05 against a significance level (α) of 0.018, resulting in $p < \alpha$. Therefore, it can be concluded that there is a relationship between parenting styles and the language development of children aged 3–5 years at PAUD Nurul Huda, Jabon, Mojokerto.

Parents who adopt a democratic parenting style tend to strike a balance between control and affection, thereby giving their children the opportunity to develop independence and fostering better overall development. Good parenting—characterized by love, affection, and gentleness, and accompanied by guidance suited to the child's age and level of intellectual development—serves as the key to the child's future well-being.

Children spend most of their childhood with their parents. In line with research findings, that parents are the first place where children learn to pay attention to their own and other people's wishes, besides that children learn to work together, so that through this process they can give children experience in interacting which will determine the child's behavior towards others.

Language can be expressed through speech, which relies on verbal symbols. The process of language acquisition plays a decisive role in a child's overall cognitive development. Early childhood speech delay is evident when a child's speech development falls below the norm for their age. Furthermore, children who experience speech delay at age two tend to exhibit poorer speech skills by ages four to five compared to children with no history of such delays.

Early childhood speech delay is evident when a child's speech development falls below the norm for their age. Furthermore, children who experience speech delay at age two continue to exhibit poorer speech skills by ages four to five compared to children with no history of such delays.

CONCLUSION

1. The majority of parents (14 or 53.8%) employed a predominantly democratic parenting style, while a small minority (3 or 11.5%) employed a predominantly permissive style.
2. Most children (21 or 84%) exhibited normal language development, whereas a small minority (4 or 16%) showed development requiring monitoring (warning status).
3. Statistical analysis using Spearman's rho yielded a p-value of 0.05 against a significance level (α) of 0.018, resulting in $p < \alpha$. Therefore, it can be concluded that there is a relationship between parenting styles and the language development of children aged 3–5 years at PAUD Nurul Huda, Jabon, Mojokerto.

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