



The Effect of Mother's Parenting stress on Socio-Emotional Development in Early Childhood

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Abstract: Parenting is one of the most important factors in the formation of social emotional development in early childhood. Often the parenting role is borne by the mother and this makes the mother vulnerable to parenting stress. Surabaya is a city with a high density, reaching 8612 people/square kilometer. Based on this, this study aims to determine the effect of parenting stress on mothers in social emotional early childhood in Surabaya City Kindergarten. In this study, the type of research used was ex-post facto, with a purposive sampling technique with a total of 100 respondents, mothers and children aged 5-6 years in Kindergarten in Surabaya City. The analytical method used in this study is a simple linear regression test. Based on the results of the hypothesis testing carried out, it was found that the results of a significance level of 0.000, which is $0.000 < 0.05$, which means that parenting stress on the mother and social emotional development meets the criteria for the regression equation. The magnitude of the effect of parenting stress on this mother was tested for the coefficient of determination or R square which had a result of 0.296. This means that the parenting stress variable has an influence of 29.6% on the social emotional development variable, while 70.4% is influenced by other factors. This means that parenting stress that occurs in mothers can affect how the social emotional development of children in the future, therefore it is important to manage parenting stress and the school can

provide support facilities for mothers and children in the social emotional development of children and mothers.

Keywords: *Early childhood, Parenting stress, Social-emotional development.*

Abstrak: Pengasuhan merupakan salah satu faktor terpenting dalam pembentukan perkembangan sosial emosional pada anak usia dini. Seringkali peran pengasuhan dibebankan kepada ibu dan hal ini membuat ibu rentan terkena parenting stress. Surabaya merupakan kota dengan tingkat kepadatan yang tinggi yaitu mencapai 8612 jiwa/kilometer persegi. Berdasarkan hal tersebut penelitian ini bertujuan untuk mengetahui pengaruh parenting stress pada ibu terhadap sosial emosional anak usia dini di TK Kota Surabaya. Dalam penelitian ini menggunakan jenis penelitian ex-post facto, dengan teknik pengambilan sampel purposive sampling dengan jumlah responden sebanyak 100 orang ibu dan anak usia 5-6 tahun di TK Kota Surabaya. Metode analisa yang digunakan dalam penelitian ini adalah uji regresi linier sederhana. Berdasarkan hasil pengujian hipotesis yang dilakukan didapatkan hasil bahwa hasil taraf signifikansi sebesar 0,000 yang mana $0,000 < 0,05$ yang berarti parenting stress pada ibu dan perkembangan sosial emosional memenuhi kriteria persamaan regresi. Besarnya pengaruh parenting stress pada ibu ini dilakukan uji koefisiensi determinasi atau R square yang memiliki hasil 0,296. Hal ini berarti variabel parenting stress memiliki pengaruh sebesar 29,6% terhadap variabel perkembangan sosial emosional, sedangkan 70,4% dipengaruhi oleh faktor lain. Hal ini berarti parenting stress yang terjadi pada ibu dapat mempengaruhi bagaimana perkembangan sosial emosional anak kedepannya maka dari itu pentingnya pengelolaan parenting stress dan pihak sekolah dapat fasilitas pendukung untuk ibu dan anak dalam perkembangan sosial emosional anak dan ibu.

Kata Kunci: *Anak Usia Dini, Stres Pengasuhan, Sosial Emosional*

INTRODUCTION

Stimulation provided by parents in early childhood is an important aspect in the child's growth period. This is simply considered important

because the potential and development of children can develop optimally in this phase. At this periode childern start to develope some aspects such as behavior, attitudes and personality for the future.¹ One aspect of development that is important for children is social emotional aspect.² At preschool age, children's social-emotional development is not only important for developing children's readiness to enter the next level, but also cognitively and mentally, which will affect in children's academic success.³ Children who have good socio-emotional development will certainly develop the positive potentials that exist in children, for example, children's emotional control, independence, social skills and communication with others. However, if the child fails in his social-emotional development, there will be several problems that arise as a result of the child's not optimal social-emotional development, namely the child's inability to adjust, excessive anxiety, poor emotional control and anti-social behavior.⁴

Children's social emotional development can also be influenced by various factors ranging from the child's condition to the child's environment. One of the most important environmental factors in this social-emotional formation is the family. In the family environment, parental care will greatly influence the social emotional development of children. The emotional and

¹Mahsar, R. (2015). *Early Childhood Emotions and Development Strategies* (3rd Printing). Jakarta: Kencana.

²Erika Ayu, L., Sofia, A., & Irzalinda, V. (2022). The Importance of Mother Attachment in Building the Social Emotional Intelligence of Children Aged 5 – 6 Years. *Journal of Children's Education*, 8(1), 9–16.

³Kusramadhanty, M. (2019). Temperament and parenting practices determine the social emotional development of preschoolers . *Persona: Indonesian Journal of Psychology* , 8(2), 258–277.

⁴Mak, MCK, Yin, L., Li, M., Cheung, RY hin, & Oon, PT (2020). The Relation between Parenting Stress and Child Behavior Problems: Negative Parenting Styles as Mediator. *Journal of Child and Family Studies* , 29(11), 2993–3003.

social⁵ development of children starts from the family, especially the closeness of the father and mother in the early days of the child's life.⁶

The involvement of mothers in parenting is considered more than that of fathers; this is supported by a survey conducted by Britto et al. Most developing countries report that the father's role in parenting involves less than a third of the number of activities carried out by the mother.⁷ This is also supported by research conducted by Fatwikiningsih & Fajriyah, namely that there is a significant difference between the stress that occurs in mothers and the pattern of relationships between mothers and children while in fathers there is no significant difference, this means that the role of mothers in parenting is still very dominant compared to fathers.⁸ This situation causes mothers to bear disproportionate childcare responsibilities compared to fathers and makes mothers more vulnerable to parenting stress.

Often the psychological aspects of the mother are still ignored, mothers who feel stressed are too tired and feel neglected will have the potential to take out their anger on their children.⁹ A mother's yelling at her child will destroy more than one billion cells in the child's brain besides that psychologically the child's development will be greatly hampered when they grow up.¹⁰ Apart from having an impact on the child, managing emotions in

⁵Indanah, & Yulisetyaningrum. (2019). Social Emotional Development of Preschool Children. *Journal of Nursing and Midwifery*, 10(1), 221–228.

⁶Lestari, S. (2016). *Family Psychology* (4th ed.). Jakarta: Kencana.

⁷Mahmud, B. (2019). The Urgency of Stimulating Gross Motor Skills in Early Childhood. *DIDACTICS : Education Journal*, 12(1), 76 – 87.

⁸Fatwikiningsih, N., & Fajriyah, L. (2021). Differences in Relationship Patterns between Parents and Early Childhood in View of Parenting Stress Levels During the Covid-19 Pandemic. *Ashil's Journal: Journal of Early Childhood Education*, 1(1), 20–36

⁹Rosyada, A., Yuliana, I., & Arinda, ditria fitri. (2019). Risk Analysis of Mother's Social Emotional Disorder on the Development of Children Aged 36-59 Months. *Journal of Health Sciences*, 14(01), 93–112.

¹⁰ibid

the mother will result in the bonding or bonding between the mother and the child being stretched, the mother becoming impatient, irritable and having a negative effect on the home atmosphere on other family members. The inability of parents to properly manage their emotions and the pressure in parenting often causes parents to experience parenting stress *without realizing it*.

According to Ahern, parenting stress itself is excessive anxiety or stress due to pressure in parenting, especially in interactions between parents and children.¹¹ In the research conducted by Anggraini & Asi (revealed that the higher the level of stress experienced by mothers, the higher the violent behavior of mothers in childcare. In this study it was located in Surabaya. Surabaya is the second largest city after Jakarta with a high population density namely 8.612 people per kilometer with a total of 2.87 million people. This causes traffic jams, air pollution, work pressure and financial problems which result in a high level of stress in Surabaya. The high level of stress that occurs in Surabaya makes researchers¹² interested in researching the level of parenting stress on mothers that occurred in Surabaya.

As we know parenting is the most important key to the success of a child's education. It is on this basis that researchers are interested in examining aspects of parenting stress on mothers. Based on the description above, supported by research on parenting stress and its relation to social-emotional children, both of which are factors that influence one another. Therefore, researchers conducted research on "The Effect of Mother's Parenting stress on Socio-Emotional Development in Early Childhood". The

¹¹Ahern, LS (2004). *Psychometric Properties of The Parenting Stress Index-Short Form*. North Carolina State University.

¹²Kusnandar, VB (2021, October 7). Total Population of the City of Surabaya in 2020. Databoks. <https://databoks.katadata.co.id/index.php/datapublish/2021/10/07/number-penduduk-kota-surabaya-287-juta-jiwa-pada-2020>.

purpose of this study was to analyze and describe the influence of the level of parenting stress on mothers on the social emotional development of children aged 5-6 in Kindergarten in Surabaya.

METHOD

In this study, researchers used a quantitative method to look at the relationship between the independent variable (X), namely parenting stress on the mother, and the dependent variable (Y), namely the social emotional development of children. In this study, researchers used an ex-post facto approach and used a *purposive sampling data collection technique*. This study used 100 respondents of mothers and children aged 5-6 years in Kindergarten in Surabaya. The location of this research is in 10 kindergartens in Surabaya. The kindergartens to be studied were Aisiyah 35 Kindergarten, Lestari Kindergarten, Pembina State Kindergarten 2, Al-Fatah Islamic Kindergarten, RA Baitul Muttaqin, Bina Tunas Bangsa Kindergarten, An-Nur Kindergarten, Fajar Kindergarten, Adni Islamic English School Kindergarten, Cempaka Kindergarten. Participants in this study were 100 mothers and 100 children aged 5-6 years in 10 kindergartens in Surabaya. The measurement tool used to measure the level of parenting stress in mothers in this study used the PSI-SF (parenting stress *index short form*) measurement which had been developed by Abidin 1994.¹³

Data obtained from mothers who have children aged 5-6 years through the Google form provided by the class teacher. Measurement of the questionnaire using a Likert scale with the following conditions strongly agree (4), agree (3), disagree (2), disagree (1). In the socio-emotional development questionnaire, the researchers used a questionnaire that the

¹³Yeh CH, Chen ML, Li W, Chuang HL. The Chinese version of the Parenting Stress Index: A psychometric study. Acta Paediatr Int J Paediatr. 2001;90(12):1470-1477.

researchers compiled based on several modifications to the social-emotional development theory, namely from STTPA Permendikbud¹⁴ and Kurniasari¹⁵ includes 3 aspects, there are self-awareness, responsibility, prosocial behavior and self-confidence. Social emotional development questionnaires were distributed through schools and filled in by classroom teachers of children aged 5-6 years. The measurement of the questionnaire uses a Likert scale with the following conditions very often (4), often (3), sometimes (2), never (1). In this study, researchers will use data analysis techniques simple linear regression test.

RESULTS AND DISCUSSION

In this study, 3 core things were used in measuring parenting stress, namely *parent distress*, *difficult child* and *parent child dysfunctional interaction*. This is in accordance with the theory developed by Abidin (1994)¹⁶, mentioned that there are 3 aspects that underlie parenting stress, constitute *parental distress*, *difficult child* and *parent-child dysfunction interaction*. After testing the validity and reliability of the questionnaire items used in the parenting stress variable, there were 27 items. Through a questionnaire filled out online via Google form.

The results showed that the average value of the aspects studied on a scale of 1-4 was *parental distress* of 1.9 and *difficult child* 2 and 1.9 *parent-child dysfunction interaction*. In this study the majority of respondents experienced

¹⁴AP Goddess. *Effect of Parenting Self-Efficacy and Child Temperament on Parenting Stress*. Syarif Hidayatullah State Islamic University Jakarta; 2016. <http://repository.uinjkt.ac.id/dspace/handle/123456789/54217>

¹⁵Kurniasari A. Impact of Violence on Children's Personality. *Socio Inf*. 2019;5(1):15-24.

¹⁶Yeh CH, Chen ML, Li W, Chuang HL. The Chinese version of the Parenting Stress Index: A psychometric study. *Acta Paediatr Int J Paediatr*. 2001;90(12):1470-1477.

problems with *difficult child*. On the theory developed by Abidin 1983¹⁷ revealed that *the difficult child* includes the child's ability to adapt in various situations, the child's ability to meet demands, changes in the child's mood and disturbances originating from the child. This means that parenting stress experienced by mothers of children aged 5-6 years in Surabaya is mostly caused by *difficult children*. This is in line with the results of research conducted by Shepherd et al.¹⁸ and Postorino et al.¹⁹ the severity of *the difficult child* contributes greatly to parenting stress. The high parenting stress in the context of this *difficult child* will hinder parenting and the ability to do parenting.

In the age category, the results of this study showed that there were 2 (2%) mothers aged 24-25 years, 58 (58%) mothers aged 26-36 years and 40 (40%) mothers aged 37-45). Sloane & Benedic²⁰ stated that the ideal age for women to get pregnant and give birth is 20-30 years because they have a low risk of pregnancy and are considered to have psychological readiness and are supported by the Ministry of Health of the Republic of Indonesia regarding the age²¹ of mothers with minimal risk of pregnancy being at the age of 20-

¹⁷Luo, J., Wang, MC, Gao, Y., Zeng, H., Yang, W., Chen, W., Zhao, S., & Qi, S. (2021). Refining the Parenting Stress Index–Short Form (PSI-SF) in Chinese Parents. *Assessments*, 28(2), 551–566.

¹⁸Shepherd, D., Landon, J., Taylor, S., & Goedeke, S. (2018). Coping and care-related stress in parents of a child with autism spectrum disorder. *Anxiety, Stress, and Coping*, 31, 277–290

¹⁹Postorino, V., Gillespie, S., Lecavalier, L., Smith, T., Johnson, C., Swiezy, N., Safe, MG, McDougle, CJ, Bearss, K., Andridge, RR, Vitiello, B., & Scahill, L. (2019). Clinical Correlates of Parenting Stress in Children with Autism Spectrum Disorder and Serious Behavioral Problems. *Journal of Child and Family Studies*, 28(8), 2069–2077.

²⁰Rusli, RA, Meiyuntariningsih, T., & Warni, WE (2011). Differences in Postpartum Depression in Primipara Mothers in View of the Age of the Pregnant Mother. *INSAN*, 13(01), 21–31.

²¹RI Ministry of Health. (2014). Maintain Pregnancy Health. Directorate of Health Promotion & Community Empowerment, 1. <https://promkes.kemkes.go.id/?p=1528>

30 years. This means that for mothers of children aged 5-6 years have an ideal age of 26-36 years, this means that most mothers in Surabaya Kindergarten are at the ideal age to become mothers both physically and psychologically. The majority of mothers are 26-36 years old or 58 (58%) of mothers are entering early adulthood. Hurlock ²² stated that early adulthood is at a vulnerable 18-40 years. This early adult age is considered mature and productive and has experience in responsibility and commitment. This supports the explanation made by Nuha et al.,²³ that adulthood is the age when individuals begin to be committed and responsible so that they can be better at parenting.

Researchers used 3 categorizations to group parenting stress according to its level, namely high, medium and low. The following is a parenting stress categorization table.

Table 1
Categorization of Parenting stress

No	Information	intervals	Frequency	Percentage
1.	Tall	$X > 65$	21	21%
2.	Currently	$40 \leq X < 65$	63	63%
3.	Low	$X < 40$	15	15%
Total			100	100%

Based on the above categories, it can be concluded that the average level of mother's parenting stress in Surabaya City Kindergarten are in the medium category. Parenting stress research conducted in Surabaya is at the

²²Hurlock, K. (2012). *Developmental Psychology A Long-Susceptible Life*. (Jakarta: Erlangga).

²³Nuha, FA, Putri, AM, & Triswanti, N. (2020). Relationship Between Parental Characteristics and Parenting Stress in Parents of Children with Autism Spectrum Disorders. *Journal of Psychology Malahayati*, 2(2), 36–47.

moderate category level, such as research conducted by Setyana et al.²⁴ 58.2% of parents in Surabaya experience parenting stress in the moderate category.

The following are the results of the categorization of the social emotional development of children aged 5-6 years in Kindergarten in Surabaya.

Table 2
Categorization of Social Emotional Development

No.	Information	intervals	Frequenc y	Percentage
1.	Tall	$X > 92$	14	14%
2.	Currently	$70 \leq X < 92$	71	71%
3.	Low	$X < 70$	15	15%
Total			100	100%

In the above categorization, it can be concluded that the average social emotional development of children aged 5-6 years in Surabaya City Kindergarten is in the moderate category, namely 71 or 71%. 3.2, a sense of responsibility for oneself and others at 3.4, prosocial behavior at 3.3 and self-confidence at 3.1. This means that in this study, on average, children aged 5-6 years had good social emotional development.

Based on the simple linear regression analysis test, it was found that parenting stress on mothers has a significant effect on the social emotional development of children aged 5-6 years. These results were obtained from the analysis of the significance level of the simple linear regression test, which is 0.000, which is $0.000 < 0.05$, which means that parenting stress on mothers affects social-emotional development.

²⁴Setyanisa, AR, Setiawati, Y., Irwanto, I., Fithriyah, I., & Prabowo, SA (2022). *Relationship between Parenting Style and Risk of Attention Deficit Hyperactivity Disorder in Elementary School Children*. Malaysian Journal of Medical Sciences, 29(4), 152–159.

To see the magnitude of the influence of parenting stress on this mother, a coefficient of determination test or R square was carried out which had a result of 0.296. This means that the parenting stress variable has an influence of 29.6% on the social emotional development variable, while 70.4% is influenced by other factors. Other factors besides parenting that can influence parenting stress are individuals (the children themselves)²⁵, community environmental factors, school environmental factors, economic factors and so on²⁶.

CONCLUSION

The results of the simple linear regression test have a significance level of 0.000 which is $0.000 < 0.05$, which means that parenting stress on mothers has an influence on social-emotional development. The magnitude of the effect of parenting stress on this mother was tested for the coefficient of determination or R square which had a result of 0.296. This means that the parenting stress variable has an influence of 29.6% on the social emotional development variable, while 70.4% is influenced by other factors.

The importance of stress management by mothers so that mothers can be more calm in dealing with parenting situations, especially in stimulating children's social emotional development, and when the stress experienced is felt to continue, it is hoped that mothers can communicate and seek support from partners or people around which this will greatly affect the stress pressure that is mother feels. In addition, related educational institutions are expected to be able to provide a forum for parents, especially

²⁵Izza, H. (2020). Improving Early Childhood Social Development through the Project Method. *Obsession Journal : Journal of Early Childhood Education*, 4(2), 951.

²⁶Hijriati. (2019). Factors and Conditions Affecting Early Childhood Social Emotional Development. *Journal of Early Childhood Education*, 5 (2), 94–102.

mothers, in coordinating child development and facilitating parents in activities that support children's development, especially their social-emotional development .

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