

ANALYSIS OF PERMISSIVE PARENTING PATTERNS ON THE SOCIAL-EMOTIONAL DEVELOPMENT OF 5-6 YEAR OLD CHILDREN AT MIFTAHUT THOLIBIN KINDERGARTEN

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ABSTRACT

This study aims to explain how parents apply permissive parenting styles and analyze their impact on the social-emotional development of 5-6-year-old children at Miftahut Tholibin Kindergarten, Probolinggo. The study used a qualitative approach with a multiple case study design. The research informants consisted of three parents who were identified as using permissive parenting. Data were acquired through observation, interviews, and documentation, then analyzed inductively. The results showed that permissive parenting was characterized by giving children broad freedom to make decisions, weak house rules, and minimal supervision and consequences. This condition has an impact on children, such as difficulty regulating emotions, a tendency to act impulsively, lack of discipline, and obstacles in establishing relationships with peers. Although the emotional warmth of parents is quite high, permissive parenting hinders the formation of children's independence and social responsibility. These findings indicate the need for a balanced parenting style that provides emotional support while establishing consistent rules so that children's development can proceed optimally.

Keywords: Permissive parenting, social emotional, early childhood.

INTRODUCTION

Early childhood is known as the golden age, a crucial period in a child's growth and development that requires appropriate stimulation from adults. During this phase, the role of parents is decisive in determining the direction of development, including social and emotional development. (Sari et al., 2020).

Parenting styles are the ways in which parents guide, direct, and instill values in their children. One of the most common parenting styles is permissive, in which children are given complete freedom without strict control or rules. (Sari et al., 2020). Although loving, this pattern often causes behavioral problems, such as poor discipline, weak self-control, and difficulty socializing. (Nurlita, 2024).

The situation at Miftahut Tholibin Kindergarten shows a similar picture. Some children aged 5–6 years old display disobedient behavior, are quick to anger, are reluctant to share, and even speak rudely to their friends. Parents often defend their children without considering their mistakes. This phenomenon prompted this study to examine: (1) how permissive parenting is practiced by parents, and (2) what impact it has on the social-emotional development of young children. Nurlita (2024) Classify permissive parenting as a highly responsive parenting style, but low in demands and control. Children who grow up in this type of parenting often have difficulty understanding discipline and responsibility.

Social-emotional development itself includes emotional control skills, the ability to cooperate, comply with social norms, and build empathy (Nurlita, 2024). When parenting styles are not in line with developmental needs, children may exhibit maladaptive behaviors such as stubbornness, aggression, and difficulty adjusting (Anggraini, 2020).

Previous studies confirm that permissive parenting can reduce independence and decrease compliance with rules (Anggraini, 2020). Therefore, a balanced parenting style is needed that is not



only loving but also sets consistent boundaries.

Early childhood is a period of rapid development in a child's life. This phase is often referred to as the golden age, a time when children are highly sensitive to various stimuli from their surroundings. (Anggraini, 2020). At this stage, the role of the family, especially parents, is a major factor in providing positive stimulation to support children's growth and development, both cognitively, physically, socially, and emotionally. As the first and primary educational environment, the family serves as a place for children to learn values, attitudes, and behaviors through the parenting process.

Parenting can be understood as the way parents interact with their children in guiding, educating, and directing their behavior (Anggraini, 2020). Based on Baumrind's classical theory, there are three main parenting styles: authoritarian, democratic, and permissive. Permissive parenting is characterized by parents who tend to let their children make their own decisions without clear boundaries. Parents with this style are usually warm and loving, but rarely set consistent demands or rules. As a result, children often grow up with poor discipline and difficulty controlling their emotions (Sari et al., 2020). The phenomenon of permissive parenting is commonly found in today's society, both in urban and rural areas. At Miftahut Tholibin Kindergarten, for example, several children were found to exhibit behaviors such as difficulty obeying rules, being easily angered, and being reluctant to share with their peers. Based on initial interviews, some parents admitted that they deliberately gave their children freedom because they felt sorry for them or because they were busy with work. However, this unrestricted parenting actually made children less accustomed to dealing with frustration and failed to teach them self-control (Maryam Sobari, 2022).

Social-emotional development plays an important role in shaping children's character and future success. Menurut Sari et al., (2020) Social development relates to a child's ability to interact and adapt to their environment, while emotional development includes the ability to recognize, express, and control feelings appropriately. An overly permissive parenting style has the potential to hinder this development because children are not accustomed to understanding the consequences of their actions (Maryam Sobari, 2022). Therefore, a deeper understanding of how permissive parenting affects children's social-emotional development is needed so that parents and educators can guide a more balanced parenting style.

This study focuses on two main objectives: first, to describe the forms of permissive parenting practiced by parents of 5-6 year old children at Miftahut Tholibin Kindergarten; and second, to analyze the impact of such parenting on children's social-emotional development. The results of this study are expected to enrich theoretical studies on early childhood education while providing practical input for parents and educators in shaping children's character through wise and consistent parenting styles.

METHODS

This study uses a qualitative approach with a multiple case study design. This approach was chosen because it provides a deep understanding of the phenomenon of permissive parenting practiced by some parents and its impact on children's social and emotional development. Through a multiple case study design, researchers can examine each case individually, then compare them to find common patterns, differences, and meanings that arise in the context of real family life. This

approach is considered the most appropriate because the focus of the research is not on measuring numbers, but on understanding behavior, motivation, and the meaning behind parenting actions.

The research was conducted at Miftahut Tholibin Kindergarten, located in Tanian Panjang Hamlet, Tegalsono Village, Tegalsiwalan Subdistrict, Probolinggo Regency. This institution was chosen because initial observations found several children exhibiting behaviors characteristic of permissive parenting, such as difficulty controlling their emotions, reluctance to share, and lack of discipline in participating in school activities. The research subjects consisted of three parents who applied permissive parenting to their 5-6-year-old children, as well as two classroom teachers who acted as supporting informants. Teachers were chosen because they had an objective view of children's behavior in the school environment and could provide comparative data to the parents' statements.

The type of data used is qualitative data, obtained from primary and secondary sources. Primary sources come from in-depth interviews and direct observations of children's behavior and interactions between parents and children. Meanwhile, secondary sources include documentation in the form of observation notes, photos of activities, and school administrative data that support the interpretation of research results. Data collection was carried out in stages over two months, from June to August 2025.

Data collection techniques included direct observation, semi-structured interviews, and documentation. Observations were conducted at home and at school to observe patterns of interaction between parents and children, including how parents responded to children's behavior, gave them freedom, or set boundaries. Interviews were used to explore parents' perceptions, experiences, and reasons for applying permissive parenting, while interviews with teachers aimed to determine the forms of children's social and emotional behavior at school. Documentation was used to supplement and strengthen field data with relevant visual or administrative evidence. The data analysis process follows Miles and Huberman's (2014) interactive analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing and verification (Zai et al., 2022). The reduction stage is carried out by selecting and focusing on important data from the interviews and observations. Next, the data is presented in the form of descriptive narratives so that the relationships between the findings can be clearly seen. The final stage is drawing conclusions and verification, which is formulating the meaning of the compiled data to find patterns and relationships between permissive parenting and children's social-emotional development (NA'IMAH, 2025).

To maintain data validity, researchers used source triangulation and technique triangulation (Husnullail & Jailani, 2024). Source triangulation is done by comparing information from parents, teachers, and school documentation, while technique triangulation is done by combining the results of interviews, observations, and documentation (Fatmawati, 2020). In addition, researchers also conducted member checking, which involves reconfirming findings with informants to ensure that the data obtained matches their experiences in the field. These steps ensure the reliability and validity of the research results so that the interpretations produced truly reflect the actual conditions.

RESULT AND DISCUSSION

Observations and interviews with several parents show that the parenting style applied tends to be permissive. Parents allow children to choose their own activities, types of food, and bedtimes without clear rules. When children break agreements, parents rarely impose consequences, and supervision of children is also relatively lax, including in the use of gadgets. This situation has a real impact on children's behavior at home and in their social environment. Children raised with permissive parenting show difficulty in managing their emotions, such as being easily angered, crying loudly when their desires are not met, and sometimes even attacking their friends. In addition, impulsive behaviors emerge, such as taking toys without permission, refusing to share, and defying teachers' instructions. In terms of social interaction, these children experience difficulties in cooperating, are reluctant to wait their turn, and show low levels of empathy towards their peers.

However, there are positive aspects to permissive parenting. The emotional relationship between children and parents appears warm and loving, making children feel accepted and loved. However, without consistent boundaries and rules, this warmth is not enough to foster independence, self-control, and healthy social skills in children. The application of permissive parenting in the families that were the subjects of the community service activity showed a tendency for parents to give their children broad freedom without strict supervision and boundaries. In practice, children were allowed to choose their own daily activities, food, and bedtime, without consistent rules from their parents. When children violate agreements or exhibit inappropriate behavior, parents rarely impose educational consequences. In fact, in some cases, parents avoid conflict with their children in order to maintain a conducive family atmosphere. This pattern illustrates that parents place more emphasis on warm emotional relationships than on instilling discipline and responsibility in their children.

From the results of observation, this parenting style has a direct impact on the emergence of various behaviors that indicate the child's weak ability to control emotions and adjust to the social environment. Some children appear to be easily angered when their desires are not fulfilled, cry loudly, or even exhibit aggressive behavior towards their peers. In addition, impulsive behaviors such as taking things without permission, refusing to share toys, and rejecting instructions from teachers or adults are often found in children's daily activities. When faced with situations that require patience, children seem unable to wait their turn or follow the rules. This condition indicates that the lack of supervision and enforcement of rules in permissive parenting contributes to the formation of socially maladaptive behaviors.

Furthermore, the social interaction aspects of children who are raised permissively also show significant obstacles. Children tend to have difficulty cooperating with their peers, especially in group activities that require coordination and division of roles. They also seem reluctant to follow agreed-upon rules, for example in games or learning activities in class. The lack of experience in following boundaries and discipline at home seems to affect their ability to adapt to social norms outside the family environment. As a result, the social interactions that are formed are often one-sided and do not take into account the feelings and needs of others.

However, permissive parenting does not have an entirely negative impact on child development. In many cases, it has been found that the emotional bond between children and parents is very warm and loving. Children feel fully accepted, so they have good self-confidence and

are not afraid to express their opinions in front of adults. The warmth of this relationship is one of the advantages of permissive parenting because it provides a secure emotional foundation for children. However, warmth without clear boundaries is not enough to foster independence, responsibility, and mature social skills in early childhood..

The results of this study are in line with the view that OKTARINA (2025) which emphasizes that children's social and emotional development is greatly influenced by the quality of their interactions with their parents. Permissive parenting, which gives children freedom without rules, can hinder the process of internalizing values of discipline and responsibility in children. ASRIATI (2025) also suggests that permissive parents tend to be inconsistent in setting boundaries, making it difficult for children to understand the relationship between behavior and consequences. Hanifah et al., (2021) adding that permissive parenting has the potential to give rise to antisocial behavior because children are not accustomed to facing social restrictions. Thus, field findings showing impulsive behavior, lack of empathy, and difficulty cooperating are a clear reflection of the consequences of permissive parenting.

However, it is important to remember that love and warmth remain fundamental elements in parent-child relationships. Rohmadani & Khoiryasdien (2022) explains that the emotional security gained from a loving relationship can help children develop self-confidence and curiosity about their environment. However, in order for children's social and emotional development to be optimal, this warmth needs to be balanced with consistent discipline and adequate supervision. Based on the results of the community service activities, it is recommended that parents begin to implement a more balanced parenting style, namely by continuing to give children freedom but accompanied by clear boundaries and simple rules that are enforced consistently. This approach is expected to help children develop independence, empathy, and more adaptive social skills in the future.

The findings of this study are in line with other studies that confirm that children's social and emotional development is highly dependent on the quality of their relationship with their parents and the consistent application of discipline. An overly permissive parenting style tends to hinder the development of children's sense of responsibility and moral awareness. Meanwhile, Asriati (2025) states that inconsistency in setting rules can prevent children from understanding the cause-and-effect relationship between behavior and its consequences. This view is reinforced by Hanifah et al. (2021), which found that permissive parenting has the potential to cause antisocial behavior because children are not accustomed to facing social restrictions and rejection. Therefore, the impulsive behavior, lack of empathy, and difficulty cooperating that emerged in the children in this study are logical consequences of overly permissive parenting.

However, it is important to emphasize that affection remains a fundamental element in the process of raising children. Rohmadani & Khoiryasdien, (2022) explains that the emotional security that grows from loving relationships plays an important role in building children's self-confidence and encouraging them to explore their environment. However, in order for social-emotional development to be balanced, this warmth must be accompanied by clear rules and consistent discipline. Based on the findings of this study, it is recommended that parents adopt a balanced parenting style, one that combines affection with firmness. Parents can give children space to explore and make decisions, but within reasonable limits. This approach is believed to foster independence, empathy, and better social skills in early childhood.

CONCLUSION

The results of the community service activities show that permissive parenting has a complex influence on child development. A parenting style that allows for a great deal of freedom without strict rules can indeed create a warm and loving family atmosphere. Children feel valued, accepted, and have the courage to express their opinions in front of adults. However, behind this warm emotional relationship, there are consequences in the form of weak self-control, low discipline, and difficulties for children in adjusting their behavior to their social environment. This indicates that freedom without supervision and clear boundaries does not support the formation of mature social character. Field findings show that children with permissive parenting styles often exhibit impulsive and emotional behavior, such as being easily irritated, having difficulty sharing, and being impatient in certain situations. The lack of rules at home makes it difficult for children to understand the relationship between behavior and its consequences.

This condition confirms that overly lax parenting cannot be used as the main strategy in raising children. Love is indeed an important foundation in parent-child relationships, but without consistent guidance, children have the potential to experience obstacles in their social and emotional development. Based on these results, a paradigm shift in parenting is needed among parents so that they can balance affection with discipline. The ideal parenting style is not simply giving children freedom, but also ensuring that there are reasonable boundaries that are applied consistently. Through a balanced approach, children can learn to understand responsibility, control themselves, and respect the rules that apply in their social environment. Thus, the application of a parenting style that combines warmth and firmness is believed to support the growth of children who are independent, empathetic, and have good social skills in the future.

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