Education Management of Authoritative Parenting in Creating Early Childhood Well-Being

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Keywords	Abstract
	Parenting is the essential foundation of children's rights given by parents. Authoritative parenting is a type of democratic parenting that has been shown to foster high self-confidence and a sense of prosperity in children. The study proved that the influence of authoritative parenting on the development of children's self-confidence was 67.0% and only 14% of children's self-confidence was influenced by other factors. The purpose of this study is to make a positive contribution and find the right strategy about educational management of authoritative parenting. This research method is a literacy study with a phenomenological approach. This research was conducted at an early childhood education institution that provides education services for children aged 0-6 years. The findings in this study are based on the management aspect in the form of a structured educational program with the novelty of reflection on each activity cycle in the good category. The teachers at school use the observation table and give a check mark () on the results of the observation whether it appears or has not appeared. This research is useful as a very strategic reference reading material on educational management of authoritative parenting that has a positive impact on children's well-being.

INTRODUCTION

Receiving proper and balanced affection from close family members, particularly parents, is one of the basic human needs. According to Maslow (1994), this need for love and affection includes both giving and receiving love. Humans need to understand, teach, create, and predict love. Individuals who have had their love needs met since childhood will have confidence that they will be accepted by the people who matter to them and will feel fulfilled in their hearts with love and affection. Parenting plays a crucial role in fulfilling love and affection in families. The first and foremost interaction of children in the family is with their parents or caregivers. The parenting style determines whether individuals will lead happy and prosperous lives (Elyana, 2020). A positive and reciprocal relationship between healthy parents or caregivers and children creates a sense of security for children's growth, development, and well-being.

Based on the data from the Ministry of Women and Child Protection in Indonesia, in 2023, there was an increase in the amount of violence against children, as shown in the following graph:
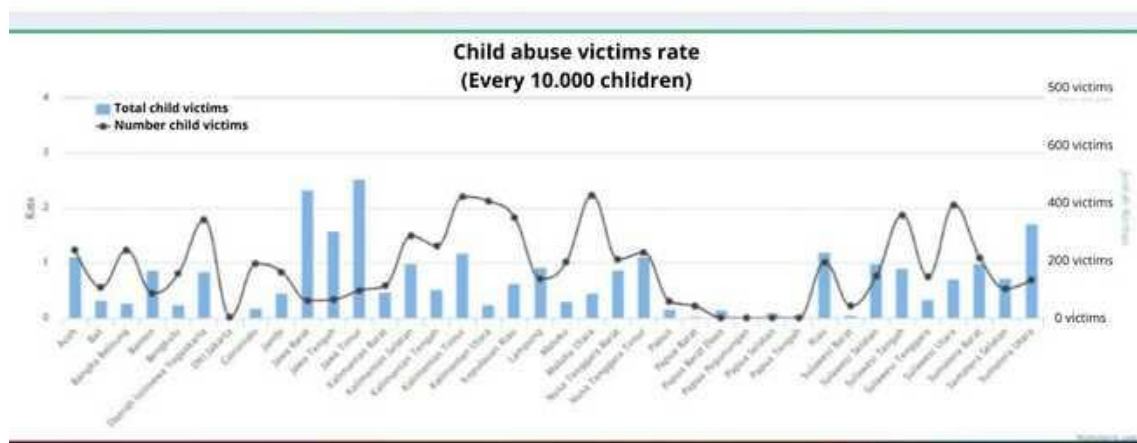
Source: (Kemenppa, 2023)

The graph depicts that the blue line represents a high number of violence victims per 10,000 children, with cases ranging from 200 to 500. This data emphasizes the importance of preventing violence as early as possible.

Early Childhood Education (ECED) is an educational level that assists children in growing and developing according to their developmental stage (Elyana, 2023). Early childhood education helps children receive services and fulfill their rights. According to WHO (Unicef, 1989), the Convention on the Rights of the Child, which was approved by the General Assembly of the United Nations (UN) on November 20, 1989, and ratified by Indonesia in 1990, contains four basic principles of children's rights. These four child rights are: (1) Non-discrimination, (2) The best interests of the child, (3) The right to life, survival, and development, and (4) Respect for children's opinions. Based on the third principle of children's rights, children have the right to grow and develop. Growth refers to an increase in body size, as well as the number of cells and tissues between cells. Indicators of growth include an increase in height, weight, and head circumference. Development refers to an increase in the complexity of the children's structure, function, and ability.

The normal and balanced growth and development of children is a fundamental right that should be upheld. Children undergo a natural process of growth and development that should be allowed to occur optimally. The quality of growth and development is influenced by both intrinsic and extrinsic factors. Intrinsic factors are those that are innate from birth, such as genetics, while extrinsic factors refer to the surrounding environment that children experience from the womb until they become a child.

Parenting is strongly influenced by environmental factors, as stated by Efendi (2020). The family is the primary environment that shapes a child's growth and development. Children learn to recognize their surroundings, acquire meaningful knowledge, and gain comfort from those closest to them. Proper parenting patterns that promote happiness and prosperity will ensure children receive the maximum benefit of their rights. Conversely, inappropriate parenting will result in children's rights not being fulfilled properly.

According to a study conducted by Nopiana in 2019, authoritative parenting has a significant impact on the development of children's self-confidence, accounting for 67.0% of the influence. Other factors, on the other hand, only account for 14% of the impact on children's self-confidence. Therefore, authoritative parenting can play a crucial role in helping children achieve happiness and success.

Early childhood education is crucial for parents to understand the benefits of authoritative parenting. Parenting programs play an important role in educating parents about the significance of the early stages of a child's life in shaping their personality and providing them with proper protection. This helps children grow up to be healthy, prosperous, and happy individuals.

To improve authoritative parenting education, a strategy or management is needed to socialize and educate parents, prospective parents, and the community so that early child welfare will be created.

Purposes and research question(s) of the study

Based on the background of the problems mentioned above, the following research questions were obtained:
1. How is the implementation of authoritative parenting management in creating early childhood well-being?
2. How is the authoritative parenting management model in creating early childhood well-being?

Research Objectives
1. To find the right strategy for authoritative parenting management in creating early childhood well-being.
2. To find the right model in authoritative parenting management in creating early childhood well-being.

METHODS

Research methods use phenomenological approaches as research methodologies that have several advantages, namely describing a phenomenon as it is without manipulating the data in it. This method views the object of its study as a whole and inseparable from other objects, meaning that this approach emphasizes a holistic and non-partial approach. The data collection in this study was obtained by observation and interview including in-depth interviews. Furthermore, the data obtained from this depth interview was analyzed using interpretative phenomenological analysis (IPA). According to Smith quoted from Ibrahim et al, 2023 there are several stages in the IPA, namely reading and reading, initial noting, developing emergent themes, searching for connection across emergent themes, moving the next cases and looking for patterns across cases. The main focus of this phenomenological study is the meaning of various experiences, events, and statuses possessed by participants. The experience that appears from the change in the parenting style. The participants in question are parties involved in the management school including hesd school, teachers, students and parents.

RESULTS AND DISCUSSION

Management is a crucial aspect of running any organization or institution, involving the right strategy and problem-solving techniques (Elyana, 2021). In the realm of parenting, authoritative parenting management is an effective approach that involves parents, principals, and teachers. It is essential to educate parents at school to help them understand the best parenting practices for their children.

According to Diana Baumrind (Santrock, 2010), there are four parenting models: (1) authoritative parenting, (2) authoritarian parenting, (3) indulgent parenting (permissive), and (4) neglectful parenting.

These styles are a combination of two-dimensional categories of parenting style (Kepmenkes, 2023), which are:

1. Demandingness - the extent to which parents control their children's behavior or demand maturity
2. Responsiveness - the degree to which parents are sensitive and caring to their children's emotions and developmental needs.

Parenting patterns can be identified in the high demandingness-low responsiveness quadrant and high responsiveness-low responsiveness quadrant.
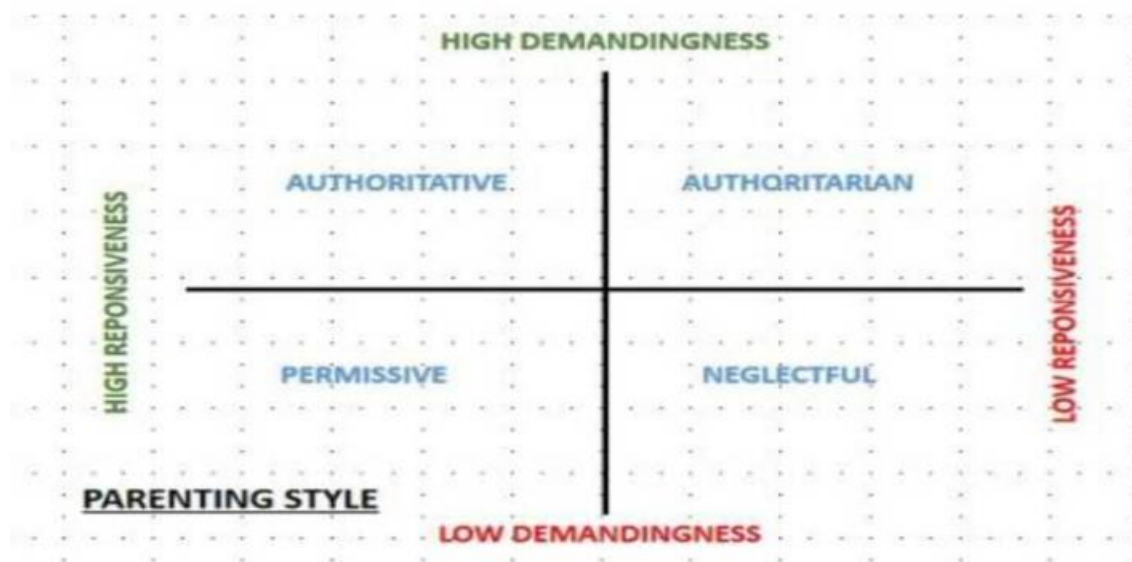

Figure 1. (Health Department, 2017)

Parenting involves two critical components, which are the level of responsiveness and the level of demandingness exhibited by parents. Responsiveness refers to the warmth or support provided by parents to their children, as well as the extent to which parents encourage their children's self-regulation and independence and meet their needs for support and fulfillment.

Demandingness refers to the control parents have over their children and the efforts they make to integrate them into the family through discipline. The Authoritative Parenting Style falls under Quadrant I, which means High Demandingness and High Responsiveness. Authoritative parents have high expectations for their children's achievement and maturity, while also being warm and responsive. They establish rules and boundaries through open discussions, guidance, and reasoning. As a result, children of authoritative parents are independent, cheerful, self-controlled, achievement-oriented, and able to cope well with stress.

Principals in early childhood education units should incorporate parenting programs into their management plans. These programs are crucial for educating partnership-based authoritative parenting and taking concrete action towards it. Parents are valuable assets to a school and empowering them is essential for the success of school programs. The realization of children's rights depends on cooperation with parents to implement authoritative parenting.

Teachers must understand the importance of parenting, according to Elyana (2018). Teachers act as an extension of the principal's program in the classroom and are in frequent communication with parents who are guardians of students at school. Therefore, one of the strategic steps is to establish proper cooperation and communication, which is a key component of successful authoritative parenting education management.

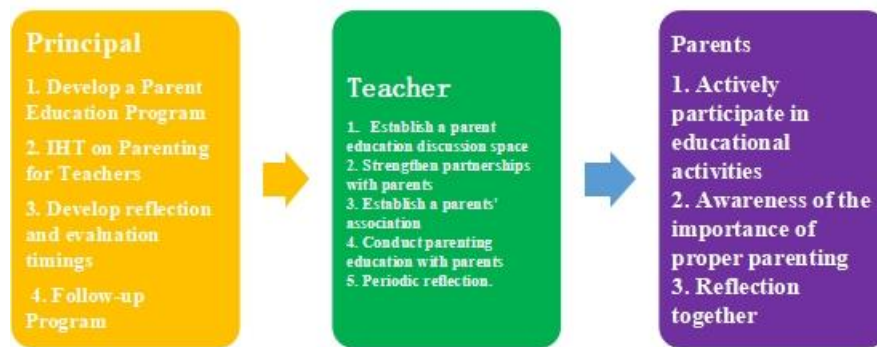The following is a chart of authoritative parenting management.

Figure 2.

The figure column displays the activity column's details and the roles of the Principal, Teachers, and Parents in the parenting management system. Each of these roles focuses on parenting management strategies, and reflection is crucial in these activities. The purpose of reflection is to create awareness among the Principal, Teachers, and Parents about the good practices they have implemented and to acknowledge their shortcomings. They are committed to correcting these shortcomings by improving their awareness. This is particularly important for parents, as they need to understand authoritative parenting and improve their parenting patterns to promote their children's well-being.

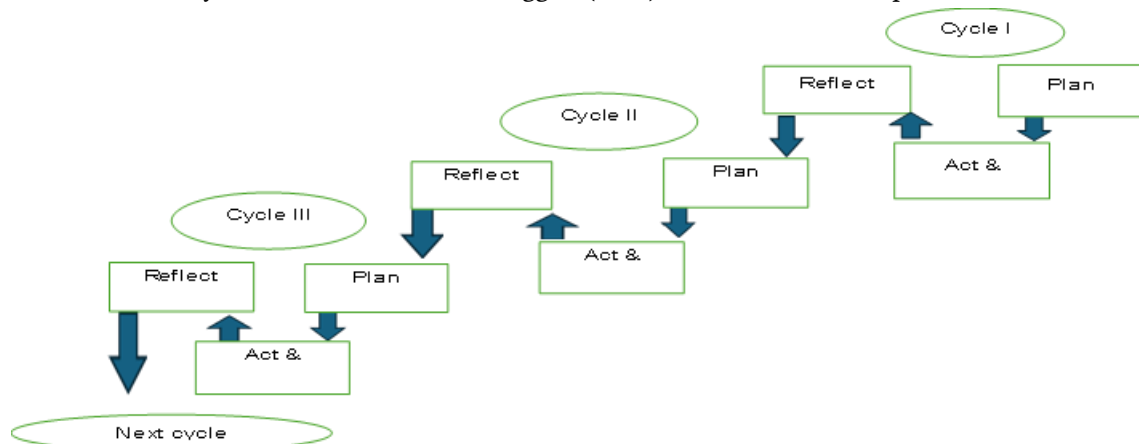Reflection activity flow from Kemmis and Taggart (1988) as a reference for implementation.

Figure 1.3

Reflection is a crucial step that is taken at the end of a series of activity cycles. This step is also essential in authoritative parenting education management. By reflecting on the previous activities, we can discover new and meaningful things that can help us improve the follow-up from the activity cycle.

Moreover, teachers can initiate child development activities to educate the positive impact of authoritative parenting. This positive impact can create a sense of well-being for the child. To measure this well-being, we can use an observation table that notes positive child behavior reflecting happiness and well-being. The domains of well-being in children include physical, psychological, cognitive, social, and economic. The social domain contains the sociological perspective, while the psychological perspective includes emotions and mental health. The cognitive domain includes intellectual abilities (Ayriza et al., 2018).

Table 1. Behavioral Observations of Child Welfare

Number	Behavioral Wellbeing	Present	Not Present
1.	Breakfast with parents	✓	

2.	Parents read a story book	✓	
3.	Light discussion with parents		✓
4.	Taking a walk with parents	✓	
5.	Parents accompany children to study		✓
6.	Establishing an agreement to play games	✓	
7.	Establish an agreement to operate a cell phone		✓
8.	Parents give choices of activities on weekends		✓
9.	Cleaning the house together		✓
10	Cycling with parents	✓	
11.	Parents discuss healthy food	✓	
12.	Parents apply rules about etiquette for going to school, before going to bed and waking up.	✓	
13.	Child grows in confidence in class		✓

The teacher uses this table by interacting directly with the child to obtain important data by filling in the table according to the result of observations that have or have not present by putting a check mark (✓).

Through the Parent Education program at school, the real impact of authoritative parenting on children's behavior was observed. A simple discussion was held at the table to analyze the results of this observation and determine whether the program has been successful in creating a sense of well-being among the children. The aim was to identify the correlation between the application of authoritative parenting and the children's welfare.

CONCLUSION

Child welfare is a crucial aspect of fulfilling the rights of children and ensuring their physical and psychological well-being. The role of parents is of utmost importance in creating a safe environment for children. Good parenting, particularly authoritative parenting, is key to this. To provide parents with the necessary knowledge and tools for authoritative parenting, it is essential to develop a parent education program through the Early Childhood Education Program that incorporates effective management strategies.

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