



## APPLICATION OF PRIMITIVE PARENTING IN EARLY CHILDHOOD 5-7 YEARS OLD

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### ABSTRACT

*This study aims to find out all the regulations regarding the primiced aspects that have been applied by 3 parents to children in Kampung Wogo and Belu. The method used in this study is a field action research using a scale 5 instrument, which consists of several stages of planning, preparation of instruments, implementation, observations and interviews. This research was conducted on the three parents, where every parent had different rules to children, as well as the way to educate children by giving freedom to children and never scolded children when the rules were not followed by the child. The conclusion in this study is that every parent is different in educating children. And we can also find out the various forms of regulations applied by each of these parents. And parents have the application of rules that allow not to force children to be subject to submission to the rules they have given and parents need to remind children of the rules that have been given and need supervision to children. And parents must educate children, so that the child is not easily disappointed with the rules given to him.*

**Keyword:** Parenting, Primisif, Early Childhood 5-7 Years

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## INTRODUCTION

Parenting patterns are one of the important factors that influence the development of children's personality and behavior, especially at an early age ([Handayani, 2021](#); [Amanullah & Kharisma, 2022](#)). One of the parenting patterns that is often found in the family environment is permissive parenting, which is a parenting pattern characterized by giving children wide freedom, lack of boundaries, and lack of discipline and control from parents. Children aged 5-7 years are in a very crucial stage of development, especially in social, emotional, and cognitive aspects ([Astuti et al., 2024](#); [Komari & Aslan, 2025](#)). At this age, children begin to learn to understand rules, control emotions, and adjust to environments outside the family, such as school and peers. However, if children are raised with permissive parenting patterns, it is feared that they will have difficulty understanding boundaries, lack self-control, and show behavior that is not in accordance with social norms ([Isnaini, 2019](#); [Rohayani et al., 2023](#)).

Based on the interviews we conducted at the beginning, in several families in Wogo village and in the village yet. It was found that some parents tend to give freedom and rules to children with clear directions or consequences. This can be seen from the behavior of children who often disobey parental orders, show aggressive behavior when playing, and lack a sense of responsibility for simple tasks. This phenomenon is interesting to study more deeply to find out the extent to which permissive parenting patterns affect the behavioral development of children aged 5-7 years, as well as a basis for providing education to parents about the importance of balanced parenting between affection and control.

Parenting plays an important role in the process of child development, especially at the age of 5 to 7 years, which is a transition period from early childhood to school age ([Anggraini, 2020](#); [Putra, 2023](#)). At this stage, children begin to show development in terms of logical thinking, social interaction, and understanding the values taught by the environment, especially the family. However, not a few parents still apply parenting patterns that contain primitive aspects in educating their children. Primitive aspects of parenting can include actions such as physical punishment, prohibitions without rational explanations, and one-way communication patterns that emphasize compliance without dialogue ([Hamang et al., 2020](#)). This approach is generally influenced by tradition, hereditary habits, and the view that discipline can only be enforced through absolute firmness ([Abdullah, 2020](#)). Through observations of three parents who have children aged 5 to 7 years, this study aims to find out how these primitive aspects are applied in everyday life.

In addition, this observation also aims to understand the reasons behind the application of these parenting patterns, as well as their impact on children's behavior and emotions. It is hoped that the results of this observation can provide a real picture of the dynamics of traditional parenting that still survive in today's families, and become material for reflection to develop a more positive parenting approach that supports optimal child development.

## **METHODS**

Based on the problem in this study, the form of research we conducted was qualitative research, using instruments that we compiled in the form of a scale of 5, which consisted of planning, compiling a scale 5 instrument, implementation, as well as field observations and interviews with the parents concerned. Field Action Research, conducted by group 10, early childhood education study program, semester 2, in increasing understanding and direct knowledge of the primitive aspects that occur in a family. By doing this action in collaboration. The subjects of this research are parents of early childhood aged 5-7 years in the village of wogo and belu, consisting of 3 children. This field action research procedure includes 4 stages, namely planning, preparation, implementation, and observation and interviews ([Banegas & de Castro, 2019](#); [Afriani et al., 2025](#)). The steps of this research implementation procedure, through several ways or stages to be achieved. In this field action research, the data collection tool used is a 5-scale instrument sheet and an interview book that we wrote when conducting interviews with the three parents. Data collection techniques used by researchers in field action research, namely direct observation and interviews using a 5-scale instrument sheet, regarding the primitive aspects of parents of early childhood.

To achieve this, the research relies on document analysis as the primary data collection technique. Key sources include the 2013 Curriculum and the Merdeka Curriculum, official curriculum guidelines, textbooks, and teacher manuals used in Madrasah Ibtidaiyyah. The analysis centers on identifying the learning objectives, core themes, material distribution, and learning trajectories outlined in both curricula. Through content analysis, the study systematically categorizes and interprets the data to highlight pedagogical patterns, thematic emphases, and curriculum progression. The results of this analysis are expected to provide practical insights for educators and curriculum developers in refining Aqidah Akhlaq instruction, ensuring it remains both relevant to the needs of students and aligned with the spiritual and moral goals of Islamic education ([Sholikhah, 2023](#)). Data analysis is a core activity in a study. In this study, the research used a real picture in general about the primitive aspects of parents. Data analysis in this study, namely starting with completing or sorting out existing data. After all the data is collected, the data is described and presented in tabular form. Field research using observation techniques and direct interviews with three parents, using a 5-scale instrument on primitive aspects. Presentation of data by researchers in the form of tables and narratives which include: presentation of interview and observation results. From these data, it can be seen that the application of a rule regarding primitive aspects to 5-7 year old children in a family environment.

## **RESULT AND DISCUSSION**

This research activity was carried out on Monday, June 10, 2025, at 10:00-14:00 WIB in wogo and belu villages, with the subject of observation or interview to the three parents. The results that researchers get from the application of primitive aspects to early childhood are as follows:

Parent's name: Mrs. Lisp Apo

Child's name: Wihelmina arsela anu (6 years old)

| No | Primitive aspect  | Statement  | Criteria     |         |         |         |              | Description   |
|----|---|--|--------------|---------|---------|---------|--------------|---|
|    | Aspects explored and priming indicators                     |  | Very Poor(1) | Poor(2) | Fair(3) | Good(4) | Very Good(5) |   |
| 1. | (View of rules), (not many rules children are free)         | 1. Children cannot accept rules<br>2. The child often accepts the rules and rejects the decision<br>3. the child is still disappointed but can still be assisted.<br>4. the child can accept simple solutions<br>5. the child accepts well and can understand the reasons behind the decision. |              |         | √       |         |              | Because the child is stubborn and still wants to follow his wishes                            |
| 2. | (Disciplinary approach), (loose or inconsistent discipline) | 1. Children have no routine<br>2. Children often forget the rules without being reminded<br>3. The child starts to remember on his/her own but still often forgets.<br>4. The child is fairly consistent with the routine.   |              | √       |         |         |              | Because children do not really understand the rules and children also have more time to play. |

|    |  |   |   |
|----|--|---|---|
|    |  | 5. The child can be disciplined without needing to be reminded  |   |
| 3. | (Emotional connection), (Very close but without boundaries)                              | <p>1.Never involving children even in simple things.</p> <p>2. Involves the child only occasionally in very limited activities.</p> <p>3.Sometimes involves the child depending on the situation or free time.</p> <p>4.Often involves the child in household activities and minor decisions.</p> <p>5.Always actively and positively involves the child in various daily activities.</p> | <p>√</p> <p>Because parents spend more time working, there is little time to involve their children and also parents involve their children only in certain situations.</p> |
| 4. | (Child involvement in decisions), (Child makes decisions on their own without direction) | <p>1.Never involve the child, even for minor decisions related to him/her.</p> <p>2.Rarely involves the child only in specific and very limited situations.</p>   | <p>√</p> <p>Because children at this age parents should listen more to children's opinions whether good or bad so that parents can</p>                                      |

|  |  |  |
|--|--|--|
|  | <p>3.Sometimes involves the child in decisions that directly concern him/her.</p> <p>4.Often involves the child or hears his/her views in relevant decisions.</p> <p>5.Always actively involves the child in age-appropriate decisions.</p>  | <p>train children about their good or bad opinions.</p>                          |
| <p>5. (Expectations of the child), (Letting the child be anything without direction)</p> | <p>1. Not having clear expectations or not thinking about the child's future.</p> <p>2. Has basic expectations (e.g. healthy children) but has not planned support or achieved them.</p> <p>3. Has general expectations (e.g. child is successful, happy,) but is limited in their active support role.</p> <p>4. Has realistic expectations and has begun to take</p> | <p>Because parents want to see their children succeed in the future</p> <p>√</p> |

steps to support the child's development.  
 5. Has strong, specific expectations and is actively involved in supporting the child's overall future.

Parent's name : Konstansia Romana Neba  
 Child's name : Anggela Maria Wodho (5 years old)

| No | Primitive aspect                                    | Statement  | Criteria     |         |         |         |              | Description   |
|----|---|--|--------------|---------|---------|---------|--------------|---|
|    | Aspects explored and priming indicators             |  | Very Poor(1) | Poor(2) | Fair(3) | Good(4) | Very Good(5) |   |
| 1. | (View of rules), (not many rules children are free) | 1. Children cannot accept rules<br>2. The child often accepts the rules and rejects the decision<br>3. the child is still disappointed but can still be assisted.<br>4. the child can accept simple solutions<br>5. the child accepts well and can understand the reasons behind the decision. |              |         |         |         | √            | Because this child quickly understands the rules that parents give. |
| 2. | (Disciplinary approach), (loose or                  | 1. Children have no routine  |              |         |         |         |              |   |

|  |   |   |   |
|--|---|---|---|
| inconsistent discipline)                                       | <p>2.Children often forget the rules without being reminded</p> <p>3.The child starts to remember on his/her own but still often forgets.</p> <p>4.The child is fairly consistent with the routine.</p> <p>5.The child can be disciplined without needing to be reminded</p>  | √ | <p>Because children are more inclined to their own activities, such as playing</p>        |
| 3. (Emotional connection), (Very close but without boundaries) | <p>1.Never involving children even in simple things.</p> <p>2. Involves the child only occasionally in very limited activities.</p> <p>3.Sometimes involves the child depending on the situation or free time.</p> <p>4.Often involves the child in household activities and minor decisions.</p> <p>5.Always actively and positively</p> | √ | <p>Because parents want their children to understand what the parents want to convey.</p> |

|    |  |  |   |   |
|----|--|--|---|---|
|    |  | involves the child in various daily activities.  |   |   |
| 4. | (Child involvement in decisions), (Child makes decisions on their own without direction) | 1.Never involve the child, even for minor decisions related to him/her.<br>2.Rarely involves the child only in specific and very limited situations.<br>3.Sometimes involves the child in decisions that directly concern him/her.<br>4.Often involves the child or hears his/her views in relevant decisions.<br>5.Always actively involves the child in age-appropriate decisions. | √ | For the child to become a more confident person                           |
| 5. | (Expectations of the child), (Letting the child be anything without direction)           | 1. Not having clear expectations or not thinking about the child's future.<br>2. Has basic expectations (e.g. healthy children) but has not planned  | √ | Because the parents want their children to be successful and always happy |

support or achieved them.  
 3. Has general expectations (e.g. child is successful, happy,) but is limited in their active support role.  
 4. Has realistic expectations and has begun to take steps to support the child's development.  
 5. Has strong, specific expectations and is actively involved in supporting the child's overall future.

Parent's name : Maria Goreti Wea  
 Child's name : Maria Arianti Dula (5 years old)

| No | Primitive aspect                                    | Statement   | Criteria     |         |         |         |              | Description                  |
|----|---|---|--------------|---------|---------|---------|--------------|------------------------------|
|    | Aspects explored and priming indicators             |   | Very Poor(1) | Poor(2) | Fair(3) | Good(4) | Very Good(5) |                              |
| 1. | (View of rules), (not many rules children are free) | 1. Children cannot accept rules<br>2.The child often accepts the rules and rejects the decision |              |         | √       |         |              | Because children still don't |

|    |  |  |   |   |
|----|--|--|---|---|
|    |  | <p>3. the child is still disappointed but can still be assisted.</p> <p>4. the child can accept simple solutions</p> <p>5. the child accepts well and can understand the reasons behind the decision.</p>  |   | <p>understand the rules</p>   |
| 2. | <p>(Disciplinary approach), (loose or inconsistent discipline)</p> | <p>1.Children have no routine</p> <p>2.Children often forget the rules without being reminded</p> <p>3.The child starts to remember on his/her own but still often forgets.</p> <p>4.The child is fairly consistent with the routine.</p> <p>5.The child can be disciplined without needing to be reminded</p> | √ | <p>Because children are more busy with their own activities such as playing</p>     |
| 3. | <p>(Emotional connection), (Very close but without boundaries)</p> | <p>1.Never involving children even in simple things.</p> <p>2. Involves the child only occasionally in very</p>  | √ | <p>Because parents want their children to know new things that need to be known</p> |

|   |   |   |   |
|---|---|---|---|
|   | <p>limited activities.<br/>         3.Sometimes involves the child depending on the situation or free time.<br/>         4.Often involves the child in household activities and minor decisions.<br/>         5.Always actively and positively involves the child in various daily activities.</p>  |   |   |
| 4. (Child involvement in decisions), (Child makes decisions on their own without direction) | <p>1.Never involve the child, even for minor decisions related to him/her.<br/>         2.Rarely involves the child only in specific and very limited situations.<br/>         3.Sometimes involves the child in decisions that directly concern him/her.<br/>         4.Often involves the child or hears his/her views in relevant decisions.</p> | √ | Because parents want to see their children understand more in making a decision |

|   |   |   |   |
|---|---|---|---|
|   | 5. Always actively involves the child in age-appropriate decisions.   |   |   |
| 5. (Expectations of the child), (Letting the child be anything without direction) | <p>1. Not having clear expectations or not thinking about the child's future.</p> <p>2. Has basic expectations (e.g. healthy children) but has not planned support or achieved them.</p> <p>3. Has general expectations (e.g. child is successful, happy,) but is limited in their active support role.</p> <p>4. Has realistic expectations and has begun to take steps to support the child's development.</p> <p>5. Has strong, specific expectations and is actively involved in supporting the child's overall future.</p> | √ | Because parents want their children to be active and successful in the future |

In the initial activity, the researcher conveyed the purpose of the observation to the parents that would take place, and brought a paper instrument that would be interviewed to the parents. In interview activities, researchers asked each parent about a rule given to the child. And it seems that parents have different rules in educating children, and parents have 100% intention for their children to become successful people, even though they apply many primitive rules to the child.

Of the three parents interviewed by researchers, found that the characteristics of each parent who educates children are almost the same. Therefore, the application of rules or not many rules is 25% because children are still at an age that does not really understand, the disciplinary approach to children is 50% because children always forget the rules that are applied, the emotional relationship with children is 100%, the involvement of children in a decision is 90%, the hope for children to become someone useful is 100%.

The discussion in this study, based on the results of observations and interviews with parents of early childhood, regarding the primitive aspect of the rules is slightly different in application because in parents, on behalf of Mrs. Lis Papo, the rules she applies to children are as in several aspects that the researchers interviewed, including: views on rules, where when Mrs. Lis Papo gives rules to her child named Arsela Anu, it seems that the child still has a sense of disappointment with the rules, but can still be accompanied, the child is disappointed because he is stubborn and still wants to follow his wishes. In the discipline approach, where when Mrs. Lis Papo gives advice to the child but the child still often forgets, because the child does not really understand the advice and rules, the child also has more time to play.

In emotional relationships, Mrs. Lis Papo often involves children in household activities and small decisions, because Mrs. Lis Papo has more time to work, so there is too much involvement of children. In the involvement of children in decisions, Mrs. Lis Papo often involves children or hears their opinions in relevant decisions, because children at this age, parents should listen more to children's opinions whether it is good or bad so that parents can train children about their good or bad opinions. In expectations of children, Mrs. Lis Papo has strong, specific, and active expectations seen in supporting the child's future as a whole, because parents want to see their children succeed in the future.

Mrs. Konstansia Romana Neba The rules she applies to children are as in several aspects that researchers interviewed, including: views on rules, where when Mrs. Konstansia Romana Neba gives rules to her child named anggela wodho, the child accepts well and can understand the reasons behind the decision, because this child quickly understands the rules that Mrs. Konstansia Romana Neba gives. In the discipline approach, children often forget the rules without being reminded, because children are more inclined to their own activities, such as playing. In emotional relationships, Konstansia Romana Neba's mother often involves children in household activities and small decisions, because parents want their children to understand what parents want to convey. In the involvement of children in decisions, Constance's mother often involves children or listens to their opinions in relevant decisions. Constance's mother wants her children to become more confident people. In expectations of children, Constance's mother has general expectations of successful, happy children but is still limited in active roles, because Constance's mother tends to want her children to be successful and happy always.

Mrs. maria goreti wea: The rules she applies to children are as in several aspects that researchers interviewed, including: views on rules, where when Mrs. Goreti Wea gives rules to her child named Yanti Dula, the child is still disappointed but can still be assisted, because the child still does not understand the rules. In the discipline approach, the child starts to remember himself but still often forgets, because the child is more busy with his own activities such as playing. In emotional relationships, Mrs. Goreti Wea always involves children actively and positively in various daily activities, because Mrs. Goreti Wea wants her children to know new things that they need to know. In the involvement of children in decisions, Goreti often involves children or hears their opinions in relevant decisions, because Goreti wants to see her children understand more in making a decision. In expectations of children, Goreti's mother has strong, specific, and active expectations seen in supporting the child's future as a whole because Goreti's mother wants her child to be active and successful in the future.

The application of rules to children from the three parents above shows that parents give 100% freedom to children where parents never scold children or hit children, even though children are often disappointed or forget the rules, because parents have great affection for children and do not want their children to have mental pressure from parents, these words were conveyed from the three parents to researchers.

## CONCLUSIONS

The conclusion that can be drawn from the discussion above is that the three parents can show that each parent is different in educating children. And we can also find out the various forms of rules applied by each of these parents. And parents have the application of rules that make it possible not to force children to be subject to the rules they have given. Suggestion: Parents need to remind children of the rules that have been given and need to supervise children. And parents must educate children, so that the child is not easily disappointed with the rules given to him.

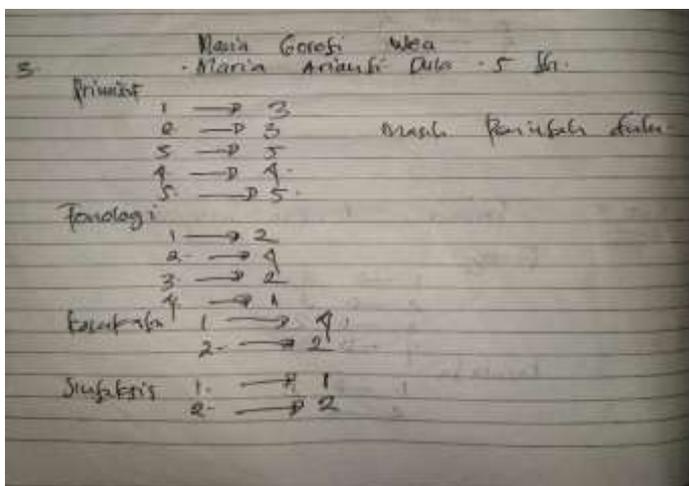
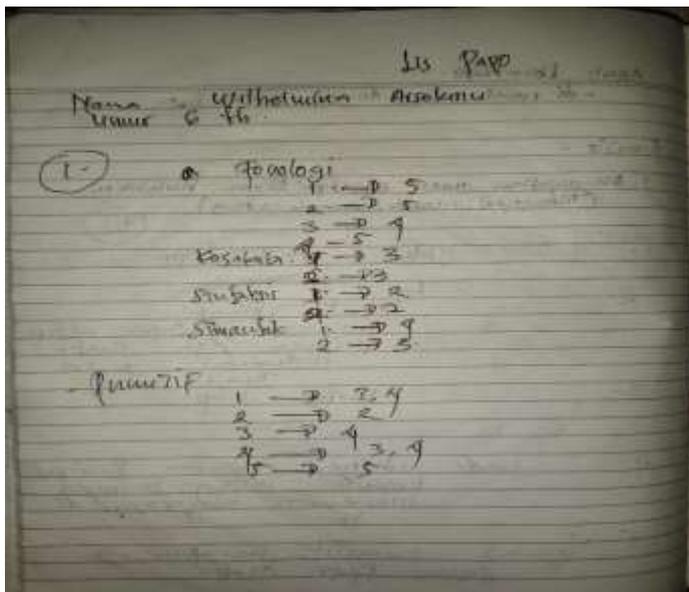
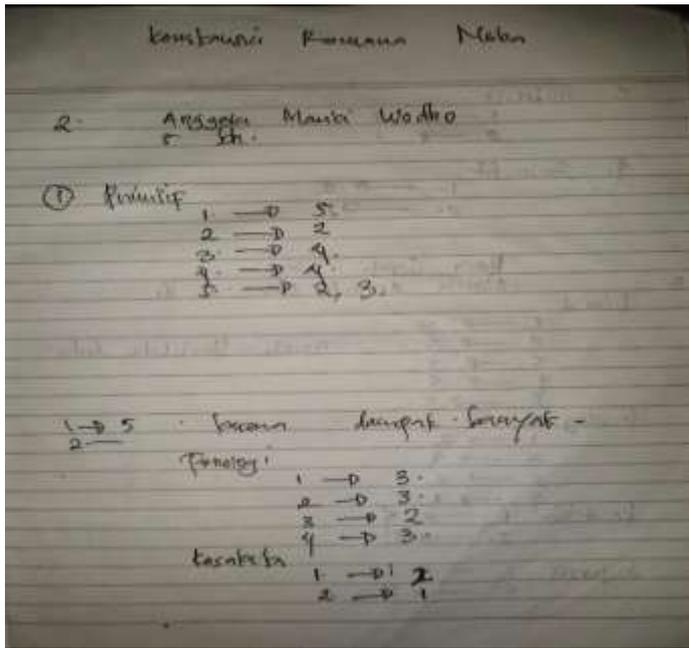
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**BUKTI CATATAN LAPANGAN**



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**DOKUMENTASI**

