



PARENT INTERVIEW AND CHILD OBSERVATION STUDY IN THE CONTEXT OF EARLY CHILDHOOD EDUCATION 2025

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ABSTRACT

This study aims to analyze the parenting patterns of parents towards early childhood in the context of family education by focusing on democratic aspects. The research used a qualitative approach through in-depth interviews with parents and direct observation of children. The research subjects consisted of three pairs of parents and children who live in Malanuza Village. The data collection instrument was a five-scale sheet designed to assess views on rules, disciplinary approaches, emotional relationships, children's involvement in decision-making, and parents' expectations for children's development. The results showed that the three parents have different parenting patterns, but in general have shown efforts to apply positive values in supporting child development. However, children's involvement in the decision-making process is still relatively low, so two-way communication has not run optimally. The emotional relationship between parents and children is in the good category, while parents' expectations for their children's future are high and realistic. This study emphasizes the importance of implementing democratic parenting that balances control and freedom to support children's optimal social, emotional and independent development.

Keyword: Parenting, Primisif, Early Childhood Two-Way Communication

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INTRODUCTION

Early childhood education is an important foundation in shaping children's character and personality. One of the main factors that influence children's development is parenting ([Worthman et al., 2016](#); [Sanders & Turner, 2018](#)). Parenting patterns not only determine children's behavior, but also affect their social, emotional and cognitive abilities ([Supriyadi & Maesyaroh, 2023](#); [Vasiou et al., 2023](#)). The role of parents in the early childhood education process is crucial. Parents are the first and main educators for children before knowing formal environments such as schools ([Wickett, 2017](#); [McDonald et al., 2023](#)). Therefore, interviews with parents are one of the important methods in obtaining information related to parenting, expectations, and support provided in the process of child development ([Sujarwo et al., 2021](#); [Hasson et al., 2024](#)).

In addition, observation of children in the play or learning environment is also an effective method to directly observe aspects of child development, such as the ability to socialize, how to communicate and reactions to various learning stimuli. The combination of parent interviews and child observations provides a more complete and objective picture of child development ([Garcia et al., 2022](#); [Latifah & Safrida, 2025](#)). This research is motivated by the importance of a deep understanding of how parents guide and educate children in their daily lives. A democratic approach to parenting is highly recommended as it fosters independence, self-confidence and social skills ([Rifa & Rakimahwati, 2023](#); [Elshanum, 2024](#); [Shafira et al., 2025](#)). Therefore, direct observation and interviews with parents are important methods to evaluate the effectiveness of parenting in the family environment.

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. The research was conducted by group 8, early childhood education study program, semester 2, in increasing understanding and direct knowledge of the democratic aspects that occur in a family. By doing this action in collaboration. The subjects of this research are parent interview studies and child observation in the context of early childhood education. The research was conducted in Malanuzza village, which consisted of 3 parents and 3 children. This research was conducted with field actions consisting of planning, compiling, implementing, and observing and interviewing. In this field action research, the data collection tool used was a 5-scale instrument sheet when conducting interviews with the three parents.

This research uses a field action approach, namely direct observation and interviews using a 5-scale instrument sheet regarding democratic aspects of parents and children. Data analysis is an activity in a study. This study uses a qualitative approach on the democratic aspects of parents and children. Data analysis in this study, starting with completing parent interviews and child observations and sorting the data that we have obtained from the results of interviews and observations of parents and children ([Afriani et al., 2025](#)). This study used interviews and direct observations with parents

and children using a 5-scale instrument on democratic aspects. The presentation of data carried out by our group is in the form of a 5-scale table regarding democratic aspects which includes the presentation of the results of interviews and observations. from the existing data we can know the application of a rule regarding democratic aspects in a family environment.

RESULT AND DISCUSSION

The research was conducted on Saturday, June 07, 2025, at 08.00-complete WITA, in Malanusa village, with observations or interviews conducted to the three parents and the three children. The results of the research that we got the Parent Interview Study and Child Observation in the Context of Early Childhood Education as follows: The results of the research that we got the parent interview study and child observation in the context of early childhood education as follows:

1. Name: Mother's name: Yovita Dhiu
Child's name: Julio Transius Watu

No	Aspects Explored	Democratic Aspects	Statement	STB	TB	CB	B	SB
1.	View of the rules	Rules agreed upon with the child	1.The child consistently breaks agreed-upon rules and shows no intention to improve. 2.The child violates the rules several times and shows little sense of responsibility for the agreement. 3.The child occasionally disobeys the rules but is willing to be given feedback and improve. 4.The child obeys most of the rules and shows an attitude of responsibility for the agreement made. 5.The child consistently obeys all agreed rules and					√

			is a role model for his/her friends.
2.	Disciplinary approach	Discipline with explanation and agreement	<p>1.The child often breaks rules, refuses discussions and is unwilling to accept agreed consequences.</p> <p>2.Children are less obedient to rules, tend to blame others when reprimanded, and are not active in resolving conflicts.</p> <p>3.The child sometimes follows the rules and accepts consequences but has not been consistent in behavior or resolving problems in a fair way.</p> <p>4.The child generally complies with the rules, is willing to discuss, and tries to solve problems in a fair way.</p> <p>5.The child actively follows the rules that have been made together, is open to consequences, and helps other friends understand the importance of rules.</p>
3.	Emotional connection	A warm relationship where children are free to	1.The child shows indifference to the feelings of others, often imposes their will and does not

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	<p>express their opinions</p>	<p>care about friends who are struggling. 2.The child sometimes pays attention to others, but still often ignores the feelings of friends and does not want to cooperate. 3.The child begins to recognize his/her own and others' emotions, but sometimes still reacts inusively in social situations. 4.The child begins to warm and stabilize, care for each other, and adhere to open emotional communication although not always in depth. 5.The child begins to be very warm, full of empathy, understanding each other emotionally open, and supporting each other unconditionally.</p>	<p>√</p>
<p>4. Child involvement in decisions</p>	<p>Children are given the opportunity to express their opinions</p>	<p>1.Children are not consulted at all or given space to voice opinions in decisions. 2.Children are rarely involved. Even if they are asked for their opinion, it is usually just a</p>	<p>√</p>

		<p>formality and has no real impact.</p> <p>3.Children are sometimes spoken to, but their role is limited. Their opinions are not always considered important.</p> <p>4.The child is often asked for his/her opinion in decisions that concern him/her and is sometimes given real consideration.</p> <p>5.The child is actively consulted, his/her opinion is highly valued and often influences decisions together.</p>
5.	Expectations of children	<p>Encouraging and supporting children's development</p> <p>1.Parents show almost no hope or encouragement for the child's future, tending to be passive or indifferent.</p> <p>2.Expectations for children are quite low, parents rarely encourage children to achieve expectations, and tend to be permissive.</p> <p>3.Parents' expectations are at a moderate level, fairly balanced between the wishes and abilities of the child.</p> <p>4.Parents have high expectations but are still realistic,</p>

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encouraging children to develop to their full potential.
 5. Parents have very high expectations of their children's achievements and future, often setting very high standards, even idealistic.

2. Mother's name : Sofia Mala
 Child's name : Natalia Kloria Bhoki

No	Aspects Explored	Democratic Aspects	Statement	STB	TB	CB	B	SB
1.	View of the rules	Rules agreed upon with the child	1.The child consistently breaks agreed-upon rules and shows no intention to improve. 2.The child violates the rules several times and shows little sense of responsibility for the agreement. 3.The child occasionally disobeys the rules but is willing to be given feedback and improve. 4.The child obeys most of the rules and shows an attitude of responsibility for the agreement made. 5.The child consistently obeys all agreed rules and					√

			is a role model for his/her friends.	
2.	Disciplinary approach	Discipline with explanation and agreement	<p>1.The child often breaks rules, refuses discussions and is unwilling to accept agreed consequences.</p> <p>2.Children are less obedient to rules, tend to blame others when reprimanded, and are not active in resolving conflicts.</p> <p>3.The child sometimes follows the rules and accepts consequences but has not been consistent in behavior or resolving problems in a fair way.</p> <p>4.The child generally complies with the rules, is willing to discuss, and tries to solve problems in a fair way.</p> <p>5.The child actively follows the rules that have been made together, is open to consequences, and helps other friends understand the importance of rules.</p>	√
3.	Emotional connection	A warm relationship where children are free to	1.The child shows indifference to the feelings of others, often imposes their will and does not	√

	express their opinions	care about friends who are struggling. 2.The child sometimes pays attention to others, but still often ignores the feelings of friends and does not want to cooperate. 3.The child begins to recognize his/her own and others' emotions, but sometimes still reacts imusively in social situations. 4.The child begins to warm and stabilize, care for each other, and adhere to open emotional communication although not always in depth. 5.The child begins to be very warm, full of empathy, understanding each other emotionally open, and supporting each other unconditionally.
4.	Child involvement in decisions	Children are given the opportunity to express their opinions 1.Children are not consulted at all or given space to voice opinions in decisions. 2.Children are rarely involved. Even if they are asked for their opinion, it is usually just a

		<p>formality and has no real impact. √</p> <p>3.Children are sometimes spoken to, but their role is limited. Their opinions are not always considered important.</p> <p>4.The child is often asked for his/her opinion in decisions that concern him/her and is sometimes given real consideration.</p> <p>5.The child is actively consulted, his/her opinion is highly valued and often influences decisions together.</p>
<p>5. Expectations of children</p>	<p>Encouraging and supporting children's development</p>	<p>1.Parents show almost no hope or encouragement for the child's future, tending to be passive or indifferent. √</p> <p>2.Expectations for children are quite low, parents rarely encourage children to achieve expectations, and tend to be permissive.</p> <p>3.Parents' expectations are at a moderate level, fairly balanced between the wishes and abilities of the child.</p> <p>4.Parents have high expectations but are</p>

still realistic, encouraging children to develop to their full potential. 5. Parents have very high expectations of their children's achievements and future, often setting very high standards, even idealistic.

3. Mother's name: Bonafantura Dhiu

Child's name : Alfandro Bei

No	Aspects Explored	Democratic Aspects	Statement	STB	TB	CB	B	SB
1.	View of the rules	Rules agreed upon with the child	<p>1.The child consistently breaks agreed-upon rules and shows no intention to improve.</p> <p>2.The child violates the rules several times and shows little sense of responsibility for the agreement.</p> <p>3.The child occasionally disobeys the rules but is willing to be given feedback and improve.</p> <p>4.The child obeys most of the rules and shows an attitude of responsibility for the agreement made.</p> <p>5.The child consistently obeys all agreed rules and</p>					

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			is a role model for his/her friends.
2.	Disciplinary approach	Discipline with explanation and agreement	<p>1.The child often breaks rules, refuses discussions and is unwilling to accept agreed consequences.</p> <p>2.Children are less obedient to rules, tend to blame others when reprimanded, and are not active in resolving conflicts.</p> <p>3.The child sometimes follows the rules and accepts consequences but has not been consistent in behavior or resolving problems in a fair way.</p> <p>4.The child generally complies with the rules, is willing to discuss, and tries to solve problems in a fair way.</p> <p>5.The child actively follows the rules that have been made together, is open to consequences, and helps other friends understand the importance of rules.</p>
3.	Emotional connection	A warm relationship where children are free to	1.The child shows indifference to the feelings of others, often imposes their will and does not

√

	<p>express their opinions</p>	<p>care about friends who are struggling. 2.The child sometimes pays attention to others, but still often ignores the feelings of friends and does not want to cooperate. 3.The child begins to recognize his/her own and others' emotions, but sometimes still reacts imusively in social situations. 4.The child begins to warm and stabilize, care for each other, and adhere to open emotional communication although not always in depth. 5.The child begins to be very warm, full of empathy, understanding each other emotionally open, and supporting each other unconditionally.</p>	<p>√</p>
<p>4. Child involvement in decisions</p>	<p>Children are given the opportunity to express their opinions</p>	<p>1.Children are not consulted at all or given space to voice opinions in decisions. 2.Children are rarely involved. Even if they are asked for their opinion, it is usually just a</p>	

		<p>formality and has no real impact. √</p> <p>3.Children are sometimes spoken to, but their role is limited. Their opinions are not always considered important.</p> <p>4.The child is often asked for his/her opinion in decisions that concern him/her and is sometimes given real consideration.</p> <p>5.The child is actively consulted, his/her opinion is highly valued and often influences decisions together.</p>
<p>5. Expectations of children</p>	<p>Encouraging and supporting children's development</p>	<p>1.Parents show almost no hope or encouragement for the child's future, tending to be passive or indifferent.</p> <p>2.Expectations for children are quite low, parents rarely encourage children to achieve expectations, and tend to be permissive. √</p> <p>3.Parents' expectations are at a moderate level, fairly balanced between the wishes and abilities of the child.</p> <p>4.Parents have high expectations but are</p>

still realistic,
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5. Parents have very
high expectations of
their children's
achievements and
future, often setting
very high
standards, even
idealistic.

In our research activities we have conveyed an observation objective to the parents that took place, and also brought paper instruments that will be interviewed to parents. In the interview we asked each parent about the rules given to the child. From the results of the interview it seems that parents have different rules in educating children, and parents have the intention for their children to become successful people and better people in the future. Of the three parents we interviewed, all three parents have the characteristics of each parent who educates children almost the same. Therefore, the view of the rules is still 25% because children still do not understand the rules that have been set. The approach to discipline is still 25% because children are still in the process of learning to control themselves and understand the rules. Emotional relationships are 100% because children's emotional development is still in its early stages. Child involvement in decisions 25%. Expectations for children to become someone successful and useful are 100%.

Discussion

Discussion in this study, based on the results of observations and interviews with parents of early childhood, regarding the democratic aspect of the rules is slightly different in the application of rules at home, on behalf of Mrs. Yovita Dhiu said that her son julio generally obeys the rules that parents have applied at home. Although not all rules are obeyed perfectly, julio shows awareness to obey most of the rules or restrictions set by parents. In addition, julio also shows an attitude of responsibility towards the agreement that has been made by parents. So we conclude that Julio is able to respect commitments and strive to carry out tasks. Because it was seen when we visited his location that Julio was helping to look after his mother's merchandise. And it was also seen that Julio invited his friend to play together and gave his toy (BAN) to his friend to play. This shows that Julio has a fairly good emotional relationship. And in decision-making Mrs. Yovita Dhiu said they did not invite children to make decisions. Because they consider children do not understand about making rules and children mostly agree to what their parents make, although in its application children still violate some rules. Mrs. Yovita Dhiu's hope for Julio's future is to be an outstanding child.

Mrs. Sofia Mala said that Natalia's child obeys the rules that apply at home. Natalia shows her sincerity in carrying out her obligations and rarely breaks the rules. When making an agreement with parents, Natalia is able to carry out her responsibilities consistently because Mrs. Sofia Mala said that Natalia wants to follow the rules of time limits for playing gadgets according to the agreement made. However, Natalia is still impulsive because based on our observations when we are still talking to her parents Natalia still likes to interrupt our conversation. And in making decisions Mrs. Sofia Mala does not ask for the child's opinion because she thinks the child will always agree with the rules she makes. And Mrs. Sofia Mala has high hopes for Natalia's future, she hopes Natalia will become a good, smart child, grow and develop according to her potential.

Mrs. Bonafantura Dhiu said that her son Alfandro is fully consistent in complying with the applicable rules. Sometimes, Alfandro breaks or does not follow the rules. Although not yet perfect, Alfandro has the will to be better. And when Mrs. Bonafantura makes rules Alfandro sometimes follows but is not yet consistent in behaving or solving problems. And Mrs. Bonafantura also said that Alfandro also often shows his emotions. If he is playing and then his mother calls him he will show his emotions by crying. Mrs. Bonafantura said that the decisions in the house are only the mother herself who makes decisions so Alfandro is not at all given space to discuss or voice his opinion in every decision that concerns him. And Mrs. Bonafantura also said that the mother has high hopes for Alfandro in becoming a successful child and can make parents proud but is still realistic, encouraging children to develop optimally according to their potential.

The application of rules towards children from the three parents above has positive expectations for child development, but in general, the lack of two-way communication and involvement of children in decision-making is an important note in these three cases. This is contrary to the basic principles of democratic parenting according to Diana Baumrind, which emphasizes the importance of a balance between control and freedom, as well as the active participation of children in family processes. Therefore, it is strongly recommended that parents begin to familiarize two-way communication, provide space for children to express opinions, and involve children in simple decision-making, so that the parenting applied is more in line with democratic principles and supports optimal child development.

CONCLUSIONS

The conclusion we can draw from the discussion above is that the three parents show that they have their own way of educating their children. And we can find out the various rules that are applied and the way parents educate their children. And we conclude also from the three children we observed they showed a willingness to obey the rules and be responsible even though with different levels of consistency. In addition, parents' expectations for their children's future are quite high, but also need to be balanced with empathetic assistance and open communication.

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DOKUMENTASI

