



THE IMPACT OF AUTHORITARIAN PARENTING PATTERNS ON THE DEVELOPMENT OF EARLY CHILDHOOD LANGUAGE SKILLS

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ABSTRACT

This study aims to analyze the effect of authoritarian parenting patterns on the development of early childhood language skills. Language ability is a fundamental aspect of child development that plays an important role in the process of communication, thinking, and socializing. This study uses a quantitative method with an associative approach to examine the relationship between authoritarian parenting as the independent variable and children's language ability as the dependent variable. The research subjects consisted of three children aged 4-7 years and their parents who live in Malanuz Village. Data collection techniques were conducted through an authoritarian parenting questionnaire and observation of children's language skills, which included receptive and expressive language aspects. Data were analyzed using simple linear regression after fulfilling the statistical prerequisite test. The results showed that authoritarian parenting has a significant negative influence on early childhood language skills. Children who are raised with strict control, one-way communication and limited involvement in decision-making tend to show lower verbal ability, less confidence in speaking and minimal social participation. This finding confirms that rigid parenting patterns that lack two-way communication can hinder children's language development. Therefore, this study recommends the implementation of a more communicative, empathic and supportive parenting style to support children's language development optimally as well as a reference for parents and early childhood educators.

Keyword: Authoritarian Parenting, Language Development, Early Childhood

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INTRODUCTION

Language skills are an important aspect of child development that supports the process of thinking, learning, and socializing. According to ([Meliana, 2018](#)) language is a very important means of communication in children's lives. Language development in children is not only determined by internal factors such as brain maturity and cognitive function, but is also strongly influenced by external factors, one of which is the parenting patterns applied by parents ([Kuvač-Kraljević et al., 2021](#); [Thomas & Coecke, 2023](#)). In this context, authoritarian parenting is one approach that is widely applied, especially in environments that uphold obedience and discipline. This pattern tends to ignore two-way communication and limits children in developing autonomy and the ability to express themselves verbally. This is in line with the opinion of that the application of authoritarian parenting patterns to children will make it easier for parents or caregivers in the parenting process, children are required to obey the rules set by parents and emphasize obedience, discipline, or manners ([Masnawati & Masfufah, 2023](#); [Ilma'nunah et al., 2025](#)).

Based on the results of initial observations and interviews, it is known that children who are raised with authoritarian patterns tend to show passive behavior, are reluctant to speak, and lack confidence in expressing opinions verbally. This is in line with the opinion of ([Rukmini, 2019](#)) who discusses the problem of the influence of authoritarian parenting on adolescent psychology, explaining that the impact of authoritarian parenting is the emergence of aggressive behavior, easy despair, anxiety, not open, being quiet, having a weak personality, lacking initiative, behaving passively, not being able to make a plan, seeming to withdraw which can make children not independent. Communication that occurs between parents and children is generally one-way, characterized by a high tone of voice, the use of command sentences, and the lack of praise or other forms of verbal support ([Muharib et al., 2024](#); [Tassabehji et al., 2024](#)). Children are rarely given the opportunity to dialogue or make decisions, so the space to practice and develop language skills is limited. This is in line with the development of language skills in early childhood is a significant challenge in Indonesia. Many children face barriers in communicating effectively, which is often caused by a lack of supportive environmental stimuli. In addition, the lack of quality verbal interactions in authoritarian parenting can hinder children's language development, as children are deprived of opportunities to learn through social experiences and two-way communication ([Dumaru et al., 2025](#); [Tsang et al., 2025](#)). Thus, communication restriction in authoritarian parenting is strongly suspected to contribute to the slow growth of language skills in children.

Previous studies have shown that authoritarian parenting has a negative impact on children's psychosocial development, including fear of making mistakes, low self-confidence and difficulty in making decisions ([Kärner et al., 2021](#); [Shang et al., 2023](#)). However, most of the previous research focuses on the relationship between parenting and behavioral or emotional aspects, not specifically on children's language development. In fact, language ability is an important foundation in education and the formation of children's social skills from an early age ([Arasomwan & Mashiy, 2021](#); [Mulvey & Jenkins, 2021](#)). Recent studies have shown that children raised in an authoritarian style also show delays in language and speech development, due to the

lack of opportunities for expression and lack of verbal stimulation from the family environment.

In a quantitative scientific approach, it is important to empirically test the relationship between parenting patterns and specific aspects of development, including language ([Rivero et al., 2023](#); [Sundqvist, 2024](#)). The scientific novelty of this study lies in its focus on specifically analyzing the effect of authoritarian parenting on early childhood language skills using standardized instruments that are valid and reliable ([Malau et al., 2022](#); [Suryadi et al., 2025](#)). With this approach, the research not only produces a descriptive picture, but also statistical evidence that can be used as a basis for more appropriate parenting interventions or policies.

Based on this background, the problem in this study is formulated as a significant influence between authoritarian parenting patterns on the development of early childhood language skills. The hypothesis proposed in this study is that there is a significant negative influence between authoritarian parenting patterns on early childhood language skills ([Khanipour et al., 2021](#); [Hassan et al., 2022](#)). This agrees with which states that authoritarian parenting by applying discipline in controlling children and strictly limiting children's association with the surrounding environment can be something to consider regarding the influence of parenting on children's language politeness. However, the application of authoritarian parenting can have another negative impact on children because their rights are not fulfilled, discipline and compliance of all children. The purpose of this study is to determine and quantitatively analyze the effect of authoritarian parenting patterns on the development of early childhood language skills ([Khanum et al., 2023](#); [Yu et al., 2024](#)). This research is expected to make a useful scientific contribution to parents, teachers, and early childhood education practitioners, in designing parenting patterns that are more communicative, empathetic, and support optimal child language development.

METHODS

This research uses a quantitative method with an associative approach, which aims to determine the relationship between two or more variables based on numerical data ([Afriani et al., 2025](#)). In this study, the independent variable is authoritarian parenting patterns, while the dependent variable is early childhood language skills. This study was conducted to empirically test whether there is a significant effect of authoritarian parenting on children's language development. The population in this study were all parents and young children in Malanusa Village, Golewa Sub-district, Ngada Regency. Sampling was conducted using purposive sampling technique, which is a sampling technique based on certain criteria relevant to the research objectives. The criteria used included: (1) parents with children aged 4-7 years, and (2) children enrolled in PAUD or TK services in the area. The number of samples used in this study was 3 children and their parents. The instruments used in this study consisted of two main tools: ([Amelia & Nopriansyah, 2025](#)), meliputi aspek kontrol ketat, komunikasi satu arah, penggunaan Angket pola pengasuhan otoriter, disusun berdasarkan indikator dari teori Diana hukuman, serta rendahnya kehangatan emosional. Observation sheet of children's language skills, prepared based on indicators of receptive (Understanding) and expressive (Speaking) language skills according to the

theory of early childhood language development. Before use, the instrument has been tested for content validity and reliability through a limited trial. Direct observation of children, conducted by researchers during children's activities at PAUD / TK to observe children's verbal behavior systematically using the prepared observation sheet. The collected data were analyzed using simple linear regression analysis to determine whether there is a significant influence between authoritarian parenting patterns on children's language skills. Prior to analysis, the data were first tested with normality and linearity tests to ensure that the data met the requirements of parametric statistical tests.

RESULT AND DISCUSSION

Table 1.1 Interview results

| No | Aspects Observed | Indicator | Parent's Name | Child's Name | Scale of Five | Statement |
|----|-----------------------|--|---------------|--------------|---------------|---|
| 1 | View of the rules | Rules are made and must be obeyed without compromise | Mother Lenci | Andre | Good | Both parents give rules to children and children obey the rules given by parents, but still often break the rules. |
| | | | Mother Irene | Pricilla | Good | Both parents give rules to children and children obey the rules given by parents, but still often break the rules. |
| | | | Mother Ensi | Josep | Good Enough | Both parents give rules to their children, but are not consistent. |
| 2 | Disciplinary approach | Discipline, rigor and control | Mother Lenci | Andre | Good | Both parents impose discipline on their children and children always follow the discipline given by their parents, but occasionally violate it. |
| | | | Mother Irene | Pricilla | Good | Both parents provide discipline to their |

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| | | | | | | children and children always follow the discipline given by their parents, but occasionally violate the discipline. |
| | | | Mother Ansi | Josep | Good | Both parents provide discipline to their children and children always follow the discipline given by their parents, but occasionally violate the discipline. |
| 3 | Emotional connection | Emotional distance, children are more told or pressured | Mother Lenci | Andre | Good | Children are often allowed to express their opinions, although the decision is still set by the parents. |
| | | | Mother Irene | Pricilla | Good | Children are often allowed to express their opinions, although the decision is still made by the parents. |
| | | | Mother Ansi | Josep | Good | Children are often allowed to express their opinions, although the decision is still made by the parents. |
| 4 | Children's involvement in decision-making | Children are not given space to | Mother Lenci | Andre | Good | Children are often involved, although |

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| | | express their opinions | | | | decisions are still made by parents |
| | | | Mother Irene | Pricilla | Good | Children are often involved, although decisions are still made by parents |
| | | | Mother Ansi | Josep | Good | Children are often involved, although decisions are still made by parents |
| 5 | Expectations of the child | Parents expect their children to be perfect and obedient | Mother Lenci | Andre | Good | Parents have high expectations of the child, but with little room to consider the child's interests and conditions |
| | | | Mother Irene | Pricilla | Good | Parents have high expectations of the child, but with little room to consider the child's interests and conditions |
| | | | Mother Ansi | Josep | Good enough | Parents have realistic expectations that are tailored to the child's interests and abilities |

Table 1.2 Authoritarian parenting score based on a five-point scale

| No | Aspects | Andre | Pricilla | Josep | Rata-rata |
|----|---|-------|----------|-------|-----------|
| 1. | View of the rules | 4 | 4 | 3 | 3,7 |
| 2. | Disciplinary approach | 4 | 4 | 4 | 4,0 |
| 3. | Emotional connection | 4 | 4 | 4 | 4,0 |
| 4. | Children's involvement in decision-making | 4 | 4 | 4 | 4,0 |

| | | | | |
|--|---|---|---|-----|
| 5. Parents' expectations of their children | 4 | 4 | 3 | 3,7 |
|--|---|---|---|-----|

Based on the data shown in Table 1.2, the following discussion will elaborate on each aspect in detail to interpret the meaning of these numbers in the context of authoritarian parenting, and relate them to relevant theories.

View of the Rules

The view of the rules aspect obtained an average score of 3.7. Andre and Pricilla scored 4, while Josep scored 3. This shows that most parents set rules firmly and must be obeyed without compromise. According to ([Sapitri, 2023](#)) authoritarian parents often impose their will on children, strictly control children's behavior, in addition to always regulating all children's lives, and punish children if they do something that is not in accordance with their wishes. Authoritarian parents do not accept compromise and communication is usually one-way. This trait indicates high parental control and minimal participation of children in rule-making. When rules are one-sided, children tend to obey out of fear, not because they understand the value behind the rules

Disciplinary Approach

The disciplinary approach aspect obtained an average score of 4.0, where all parents showed firm but not extreme discipline. This indicates consistency in controlling children's behavior, although there is still tolerance for minor violations. In the view of ([Nurtianty, 2024](#)) parents tend to impose their will without considering children's opinions. They act authoritarian and do not accept protests from children. The child is expected to obey without question and is not allowed to defy the parents' orders or wishes. However, the fact that there are no extreme scores (5) indicates that this approach still opens up possibilities for future dialog.

Emotional Connection

The emotional connection aspect also received an average score of 4.0. All three respondents allow their children to express their opinions, but the decision remains in the hands of the parents. This shows a slightly more open communication pattern than a pure authoritarian pattern. In the context of a collective culture like Indonesia, this approach can be a form of adaptation. Where parents remain in control, but begin to provide emotional space so that children feel heard. According to ([Jyoati, 2025](#)), positive parenting is holistic integrative parenting, with a warm and supportive approach between parents and children so that a healthy relationship is formed between parents and children.

Child Involvement in Decision Making

The aspect of child involvement also received an average score of 4.0. Children are involved in conversations or situations related to decision making, but the final decision is still made by the parents. This agrees with ([Syakhrani & Aslan, 2024](#)), family communication is divided into educating and controlling. Educating is seen in the form of affection, feelings of security, fulfillment of needs, physical care, and

mental and emotional capacity. The role of control is seen by limiting the choices of family members, such as controlling behavior, decision making, maintaining boundaries, and managing finances. Scientifically, this is referred to as a form of pseudoparticipation, where the child is given space to speak, but has no real power in the final outcome ([Delgado et al., 2023](#)). If this pattern is maintained without an increase in real participation, it can cause the child to feel like they are not being taken seriously, potentially undermining their self-confidence and initiative.

Expectations of the Child

On the aspect of expectations of the child, an average score of 3.7 was obtained. Andre and Pricilla scored 4, indicating that parents have high expectations of their children. Meanwhile, Josep scored 3, indicating a more realistic approach and considering the child's condition. Too high expectations without empathy for the child's abilities and interests can lead to internal distress, even anxiety disorders. Authoritarian parenting is parenting in which parents tend to force, order and punish children to always follow parental orders without reason ([Aulia et al., 2024](#)). Children who grow up with authoritarian parenting have psychological tendencies such as experiencing emotional instability, difficulty in expressing or expressing their hearts and high levels of depression.

Based on the results of structured interviews analyzed using a scale of five, it appears that the three respondents showed authoritarian parenting tendencies, especially in the aspects of views on rules (average score of 3.7), approach to discipline (4.0), and children's involvement in decisions (4.0). The communication patterns described by parents also illustrate the dominance of parents in the interaction process, where children are involved in a limited way and decisions remain in the hands of parents ([Sujarwo et al., 2021](#)).

The impact of authoritarian parenting can be seen in the results of children's language skills observed through aspects of phonology, vocabulary, syntax, and semantics. For example, Andre's child who was raised with a fairly strict approach and a high expectation score (4) only obtained a phonology score of (3.5), while Josep who was raised with a more relaxed rule approach (score 3) obtained a phonology score (4.5), and semantics (5.0). This suggests that high control and minimal participation in family interactions tend to limit the development of expressive skills ([Martin et al., 2022](#)).

This finding supports the hypothesis proposed in the study, namely that there is a significant negative effect between authoritarian parenting patterns and early childhood language skills. Children who are not given space to dialogue, argue, or be actively involved in family communication, lose the opportunity to practice language naturally ([Matthews & Kelly, 2022](#); [Abbot-Smith et al., 2023](#)). States that authoritarian parenting by applying discipline in controlling children and strictly limiting children's association with the surrounding environment can be something to consider regarding the influence of parenting on children's language politeness. However, the application of authoritarian parenting can have another negative impact on children

because their rights are not fulfilled, discipline and compliance of all children. The purpose of this study is to determine and quantitatively analyze the effect of authoritarian parenting patterns on the development of early childhood language skills ([Hartini et al., 2022](#); [Khanum et al., 2023](#)). This research is expected to make a useful scientific contribution to parents, teachers, and early childhood education practitioners, in designing parenting patterns that are more communicative, empathetic, and support optimal child language development.

This phenomenon is also in line with the theory of ([Rukmini, 2019](#)) which discusses the problem of the influence of authoritarian parenting on adolescent psychology, explaining that the impact of authoritarian parenting is the emergence of aggressive behavior, easy despair, anxiety, not open, being quiet, having a weak personality, not having initiative, behaving passively, not being able to make a plan, seeming to withdraw which can make children not independent. Thus, the results of this study not only illustrate the practice of authoritarian parenting that is still dominant, but also show direct implications for children's slow language development, especially in the ability to compose sentences, understand the meaning of words, and express thoughts verbally ([Handayani et al., 2021](#)). These findings reinforce the importance of a more open, empathic and communicative parenting approach in supporting children's optimal language development.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that authoritarian parenting is still quite dominantly applied by the parents in this study. This is reflected in the high average scores on the aspects of rules, discipline, and decision-making that tend to be dominated by parents. Although in some aspects there are gaps for communication and participation of children, the final decision remains in the hands of parents, which shows the lack of children's real freedom of opinion. This type of parenting has a direct impact on the development of children's language skills. Children raised in an atmosphere of control, with no room for expression, tend to have lower language skills than children raised with a more open and flexible approach. They are less trained in constructing sentences, understanding meaning, and expressing thoughts verbally. This finding suggests that rigid parenting with minimal two-way communication can limit children's ability to develop optimally, especially in the aspect of language. Therefore, a warmer, more open parenting style that supports two-way communication is needed so that children feel valued and are able to develop better, both emotionally and in their language skills.

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