

ARTICLE

Representation of Parental Parenting Patterns in the Development of Low Resilience Character

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Abstract

Parenting patterns play a crucial role in shaping children's character development, particularly among those with low levels of resilience. Positive communication between parents and children further contributes to healthy developmental outcomes by fostering supportive and responsive interactions within the child's immediate environment. This study aims to explore the representation of parenting patterns and their implications for the character development of children with low resilience. A qualitative research method with a case study approach was employed in Purwakarta District, West Java. Data were collected through in-depth interviews with three parents and one teacher, direct observation of children aged 4–6 years, and supporting documentation. The findings indicate that the application of authoritarian and permissive parenting styles is associated with lower levels of resilience in children, largely due to limited opportunities for developing coping skills and adaptability when facing challenges. In contrast, positive and constructive parent–child communication was found to support more favorable character and developmental outcomes. This study offers important insights for parents by highlighting effective strategies for fostering greater independence and responsibility in children, while also acknowledging the influence of the surrounding social and cultural environment. Overall, the study underscores the significance of appropriate parenting patterns in supporting the development of both character and resilience in early childhood, in alignment with Sustainable Development Goal (SDG) 4 on quality education.

Keywords: Parenting, Resilience, Early Childhood.

1. Introduction

The development of children's character in the era of globalisation faces significant challenges due to rapid social, economic, and technological changes. This phenomenon impacts the increasing stress and psychological pressure experienced by children from an early age and has an impact on children into adulthood [1]. Each person will have different life experiences. Not all children will receive support and a positive family environment that can help them develop a resilient character [2]. Currently, many children are experiencing issues with resilient character and also find it difficult to regulate their emotions due to the numerous challenges they face in their daily life environment.

The resilience problem caused by the improper application of parenting patterns, which has been happening a lot lately, includes parents who ensure that their children do not face challenges in their lives or are used to avoiding them. It is known as the snow pirate's parent [3]. This will create a character with low resilience in a child.

In the context of early childhood, resilience must be intentionally developed to enable children to cope with various life challenges with courage and confidence [4, 5, 6, 7]. In recent years, many children have been exposed to negative social environments, which can adversely affect the development of their resilience. Therefore, the role of parents in providing appropriate care, guidance, and supervision is crucial for optimizing children's overall development [8]. Parenting, or child-rearing, encompasses a series of activities undertaken by parents to provide education, guidance, and continuous care aimed at fostering positive character development in children.

This perspective is supported by [9], who asserts that the family environment makes a significant contribution to children's psychological and behavioral development, particularly through parenting patterns and the dynamics of daily interactions. Within this framework, the present study examines the relationship between parental parenting patterns and the character development of children with low levels of resilience. According to Hurlock [10, 11, 12], parenting styles can be categorized into three main types: (1) authoritarian parenting, in which rules and decisions are centered entirely on parental authority and are often enforced in a rigid or coercive manner; (2) democratic parenting, which allows children limited opportunities to express their opinions and desires within clearly defined and mutually agreed-upon boundaries; and (3) permissive parenting, characterized by minimal restrictions and a high degree of freedom granted to the child.

Currently, increasing attention is being directed toward the phenomenon of overparenting, in which parents excessively monitor and control nearly every aspect of their children's activities, raising concerns about its potential impact on children's independence and resilience development.

This situation is commonly called helicopter parents. Additionally, there is another type of parent that is often discussed, which is parents who always ensure their children do not face obstacles or challenges in life, commonly known as snowplow parents [3]. In practice, parenting patterns are generally based on how parents received upbringing from their own parents or influenced by the development of social and cultural environments. These results are in line with a systematic review, which found that parenting patterns are not only determined by socio-economic factors, but are also influenced by psychological aspects such as parenting stress, mental health, and parental personality characteristics [13].

The variety of parenting styles applied by parents will create different types of character in children as they reach adolescence and even adulthood. Essentially, character refers to the set of behaviors, values, and personality traits that exist within an individual. It is a crucial aspect of development, particularly during early childhood, and therefore requires close attention from parents, who constitute the child's first and most influential environment. According to Kompas.com, citing data from the 2020 Social and Economic Survey (SUSENAS) conducted by the Central Statistics Agency (BPS), approximately 3.73% of children under five years old were reported to receive inadequate or poor parenting, a condition that may negatively affect the development of their character [14]. Implementing parenting patterns to create good character is not an easy task [15]. This parenting approach also aligns with the goal of Sustainable Development Goals (SDGs) 4, which is quality education aimed at parents as facilitators to provide support for positive parenting practices, to motivate high learning, and to instill a strong resilience character to continually develop [16, 17].

The research conducted by [18] those who implement an authoritative parenting style can create a resilient character, while on the other hand, implementing an authoritarian and permissive parenting style may lead to the development of a low-resilience character. A similar study was also conducted

in China by [3] and shows similar results where the application of warm parenting and providing high support will increase resilience within a person by 58.6%. This topic has not been thoroughly discussed in previous studies.

Although numerous studies have demonstrated that parenting styles play a crucial role in shaping children's character and resilience, a deeper understanding is still required of how these styles manifest through daily interactions between parents and young children. Accordingly, this study is guided by the following main research questions: (1) How are parenting styles related to the development of low resilience in young children? (2) What strategies can parents employ to prevent the development of low resilience in early childhood? (3) In what ways do social and cultural contexts shape parenting styles?

This problem formulation is significant because everyday parent–child interactions constitute the foundation for the development of emotional regulation, independence, and children's capacity to cope with stress. Based on the research problem formulation, this study has three primary objectives. First, it seeks to analyze the relationship between parenting styles and the manifestation of low resilience characteristics in early childhood. Second, it aims to formulate effective parenting strategies that can be implemented by parents to foster more independent and resilient character development in children. Third, it intends to explore the role of social and cultural environments in shaping parental approaches to child-rearing.

Building on previous research that highlights the relationship between parenting practices and resilience in early childhood, this study offers a new perspective by specifically examining the association between parental parenting styles and low resilience traits, developing practical strategies to support the growth of independent and responsible children, and investigating the influence of social and cultural contexts on parenting patterns. To obtain relevant and in-depth information for this inquiry, a qualitative research method was employed to provide a descriptive understanding of the representation of parental parenting patterns in the development of low resilience characteristics in early childhood.

2. Methods

This research uses a qualitative method aimed at understanding the phenomena experienced by the research subjects. The research approach used is a case study, which allows the researcher to understand the social, cultural, and environmental context of the subjects comprehensively and enables the researcher to explore various parenting patterns.

This research was conducted at Trisula Perwari Kindergarten located in the Purwakarta District, West Java Province. The sample selection in this study used purposive sampling based on specific characteristics applied according to the research objectives, namely parents who have children aged 4–6 years, teachers, and children with parents who serve as informants.

The data collection instruments in this study consisted of interviews, observations, and documentation. Interviews were conducted with three parents and one teacher to explore the implementation of parenting patterns and their perceived impacts on children's socialization within the school environment. Observations were carried out with children aged 4–6 years whose parents served as informants, with the aim of identifying the direct and observable effects of these parenting patterns on the children's behavior. Documentation was used as a supplementary source of information to support and enrich the findings derived from the interviews and observations.

To ensure data validity, this study employed triangulation techniques. Source triangulation was conducted by comparing information obtained from interviews with parents and the teacher against

behavioral observations of the children during their daily activities. In addition, technique triangulation was applied by cross-checking the interview data with the results of structured observation sheets developed based on indicators of early childhood resilience. This triangulation process was intended to enhance the credibility and accuracy of the data and to provide a more comprehensive understanding of parenting patterns and their influence on children's character development.

The data analysis technique used in this study is based on John W. Creswell's data analysis framework [19]. In this process, the researcher first prepares and organizes the data for analysis, then reads through all collected data while noting key findings from field observations. The data are subsequently coded and segmented into meaningful units through a labeling process. From these codes, categories and themes are developed, which are then used to construct comprehensive descriptions and thematic interpretations of the findings.

This study obtained ethical approval from the school and participants prior to data collection. All research procedures were conducted in accordance with research ethics principles that emphasize the emotional safety of children and the comfort of informants. Each parent and teacher involved gave their consent after receiving an explanation of the research objectives. The identity of informants was strictly protected through the use of initials and the obscuring of personal information to maintain confidentiality and anonymity. All data were recorded, stored, and analysed without mentioning the participants' real identities.

Data were collected by confuting over approximately two weeks, through semi-structured interviews and direct observation. Interviews were conducted using semi-structured questions such as: "How do you respond when your child experiences difficulties or frustration?", "What activities do you usually let your child do on their own?", and "How does the surrounding environment contribute to the formation of your child's character?". Observations were conducted during five meetings lasting 180 minutes to observe indicators of resilience such as independence, ability to cope with pressure, social interaction, and children's initiative. During the observations, researchers recorded specific behaviours that emerged, including children's responses to challenging situations and the patterns of assistance provided by parents or teachers.

3. Results and Discussion

3.1 Results

The differences in parenting patterns on resilience character can be seen in the table below.

Table 1. Parenting Profile and Resilience Character A1

	A1
Parenting	PA-O/MJ
Interaction Approach	Control of high activity, direct assistance before the child tries to do the activity on their own.
Behavior Response	I (-); E (-); D (+)
Resilience Results	RS-R

Table 1 indicates a strong relationship between authoritarian parenting styles combined with indulgent attitudes that foster low resilience in children. Parents tend to control every aspect of their child's activities and quickly ensure they provide help when the child encounters difficulties. As a result, A1 more often exhibits dependence on others, is less able to take initiative, and struggles to manage emotions well or becomes easily frustrated when faced with challenges.

Table 2. Parenting Profile and Resilience Character A2.

Parenting	PA-DM
Interaction Approach	Providing freedom by setting some boundaries, open communication, offering emotional support, and verbal motivation.
Behavior Response	I (+); E (+); C (+); S (+)
Resilience Results	RS-T

Table 2 illustrates the balance between autonomy and guidance that is characteristic of democratic parenting. Parents consistently provide children with opportunities to choose activities that encourage independent problem-solving. This condition is likely to foster the development of self-confidence and a strong sense of responsibility in children, as reflected in calmer behavior, greater willingness to take initiative, and an increased capacity to persevere and recover more quickly from failure.

Table 3. Parenting Profile and Resilience Character A3.

Parenting	A3 PA-PF
Interaction Approach	Liberal freedom, lack of guidance and boundaries, and inconsistent consequences
Behavior Response	S (+); K (-); C (-); I (-)
Resilience Results	RS-SR

Table 3 indicates a fairly good social character, but there is a lack of balance with self-regulation abilities. Permissive parenting tends to give children freedom without boundaries, but this parenting style also makes children freer to express themselves according to their interests. As a result, although children appear friendly and easy to interact with their surroundings, they are also more likely to give up when facing challenges, and it is not uncommon for children with permissive parenting to display inconsistent character traits. Comparison of Early Childhood Resilience Scores based on Field Observation Indicators can be seen in the table below.

Table 4. Comparison of Early Childhood Resilience Scores.

Indicators	A1	A2	A3
Independence	4	4	2
Pressure Resistance	3	4	2
Social Interaction	2	4	2
Children's Initiative	2	3	2

Table 4 presents a comparison of resilience scores among the research subjects (A1, A2, and A3) based on four principal indicators: independence, resistance to stress, social interaction, and children's initiative. Overall, the table indicates that A2 achieved the highest scores across all indicators, whereas A3 recorded the lowest scores. In contrast, A1 demonstrated varying levels of performance across the four indicators, placing this participant in an intermediate position relative to A2 and A3.

The results presented in the table reveal variations in resilience levels among the children. Participant A2 demonstrates high consistency across the assessed indicators, suggesting strong adaptability, effective emotional regulation, and well-developed social interaction skills. Participant A1

exhibits consistent performance in the domain of independence; however, further development is required in social interaction and initiative. In contrast, participant A3 shows consistently low and relatively uniform scores, indicating a need for increased support from parents and caregivers in fostering independence and strengthening emotional resilience.

The average score for each indicator of early childhood resilience as a whole, according to the research subjects, can be seen in the figure below (Figure 1)

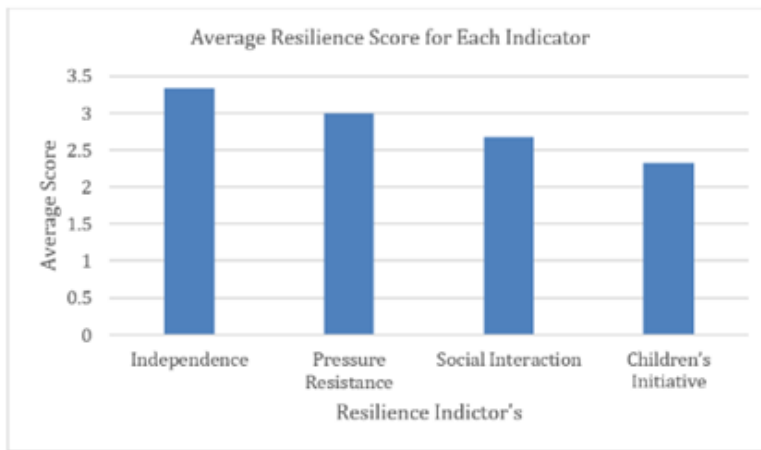


Figure 1. Analysis of observation result.

Figure 1 presents the mean scores for each indicator used to assess the level of resilience among the research subjects. The dimension of independence obtained the highest mean score (3.33), followed by stress resistance (3.00) and social interaction (2.67). The lowest mean score was recorded for children's initiative (2.33).

The data illustrated in Figure 1 indicate that the early childhood participants in this study generally demonstrate adequate foundational skills in independence. However, they require further support and structured guidance to enhance their initiative and social interaction skills. The observed variations across indicator scores suggest that the development of resilience does not occur uniformly; rather, it is shaped by each child's emotional processing abilities and the influence of their immediate environment.

3.2 Discussion

The findings of this study indicate that levels of resilience vary among the early childhood participants. Furthermore, the parenting strategies employed by parents exert a significant influence on the development of independence and resilience in young children. The interview data reveal variations in the implementation of parenting styles; however, most participants demonstrated an awareness of the importance of providing emotional support, maintaining consistency, and fostering a positive environment as fundamental elements in promoting optimal character development in early childhood.

Based on the observational data, participant A2 obtained the highest scores across nearly all resilience indicators, whereas participant A3 demonstrated the lowest scores and participant A1 exhibited moderate levels of resilience. These findings indicate that children differ in their capacity to regulate emotions, manage stress in daily situations, and adapt to their environment. The observed

variations further suggest that resilience in early childhood is shaped by individual experiences and the availability of social support, both within the home and the school context.

The independence indicator indicates that most children are able to complete simple tasks without the help of teachers while at school, and at home, children complete tasks that they can do on their own, according to their age, without the help of their parents.

“Set an example and let children try to solve problems according to their abilities”

This finding is in line with the statement that independence is one of the main foundations of child resilience [20, 21]. Children who are given opportunities to make simple decisions and to experience success are more likely to develop self-confidence and the ability to cope with challenges in their lives. Consequently, parenting practices that provide space for exploration have a positive impact on the development of independence in early childhood.

1. Emotional Regulation

Based on the observation results, children with higher levels of resilience were able to regulate their emotions and calm themselves when facing difficulties during learning activities. In interviews with participant G1, it was noted that strong emotional resilience is commonly associated with positive patterns of communication between parents and children, as well as parental support that encourages children to express their emotions in healthy and constructive ways. This finding is consistent with previous studies [7, 22], which define resilience as the capacity to “bounce back” after encountering adversity. In the context of early childhood, emotional stability demonstrated by parents and teachers plays a significant role in the development of this capacity [23, 24]. Therefore, strengthening positive communication and providing empathetic guidance are essential in helping children manage stress in constructive ways. In addition to the dimensions of “rules, control, and freedom,” research also suggests that parental language style significantly influences the development of children’s resilience [25, 26].

2. Social Interaction Indicator

Based on the average results for the social interaction indicator, variations in children’s abilities were observed. Data obtained through observation revealed that some children were able to play an active and initiative-taking role, frequently helping their peers, whereas others tended to be more passive and preferred solitary play. Interview findings further supported these observations. Subject A2 stated that providing children with opportunities to play with peers in the neighborhood helps them learn to take turns and reduce selfish behavior. In contrast, Subject A3 reported allowing children to play alone at home without interacting with neighboring peers, due to concerns about negative external influences. In addition, the teacher also shared their perspective on these differences in children’s social behavior.

“with high social skills are more likely to show a desire to share and cooperate in every group activity at school”

These findings indicate that social interaction not only shapes children’s socialization skills but also strengthens their emotional resilience. This is in line with [27, 28] which states that a good and reflective nurturing environment will create a high level of resilience. With optimal social experiences, children are able to understand how to tolerate differences, accept failure, and find new ways to solve problems in their daily lives with their peers. These skills will become one of the foundations for resilience in the future, as children will become more accustomed to being able to get through unpleasant situations without losing their self-confidence [29, 30].

3. Initiative Indicator

The initiative aspect received the lowest average score among the three indicators. Observation data shows that most subjects still wait for instructions from the teacher before they act, which is also conveyed by parents that children often still need encouragement to start activities independently. This will cause daily stress in parents, greatly affecting the quality of parent and child

interactions, which then has an impact on the development of independence and the child's ability to regulate emotions [31]. Based on the interview and observation data, children's initiative still needs to be developed through activities that give them the opportunity to choose, express their opinions, and even make simple decisions in their daily activities [32]. The results can be concluded that positive support from their social environment is necessary to improve children's initiative and foster better resilience.

4. Comparison Across Parenting Types

From several indicators of early childhood resilience and the results of observation interviews, it can be concluded that authoritarian parenting accompanied by a spoiling attitude will tend to create children who are more accustomed to being directed, find it difficult to make decisions, and often receive help before they try to do things on their own. As a result, this parenting style creates a false sense of security, where children feel protected but lose the opportunity to develop self-confidence and the ability to solve problems independently. Emotional regulation intelligence is often closely related to resilience, which supports the idea that positive parenting can improve children's emotional regulation and empathy [33].

Unlike democratic parenting, authoritative parenting has been proven to foster children's character so that they are able to overcome their own difficulties. This is because parents who practice authoritative parenting provide their children with autonomy accompanied by clear boundaries, positive communication, and verbal encouragement. These practices support children in learning to assess situations, make simple decisions, and regulate their emotions when facing failure. Such emotional support plays a crucial role in strengthening children's self-efficacy and self-confidence, thereby enabling them to overcome difficulties through their own efforts. This is in line with research [34, 35, 36] which states that supportive parenting and stress reactivity influence the development of self-regulation in early childhood. Democratic parenting styles have an effect on many aspects of development, one of which is character development, which involves cognitive functions such as self-control and decision-making [37, 38].

While permissive parenting may foster certain positive character traits in children, it is often associated with weaker self-control and lower emotional resilience. Excessive freedom in the absence of clear boundaries and consistent parental guidance tends to result in children who are less consistent in their behavior, more easily discouraged, and unaccustomed to accepting the consequences of their decisions [39]. Consequently, this parenting style may impede the development of discipline and responsibility—two essential characteristics for cultivating high levels of resilience in children.

It can be concluded that strategies that can be used to increase high resilience and independence in early childhood are to give children simple trust and responsibilities, such as tidying up their own toys, choosing clothes, or helping with light household chores. Small experiences like this give children the opportunity to feel competent and empowered, while also fostering a sense of control over their actions. Through this process, children learn that success comes from personal effort, not solely from adult assistance.

In addition, parents need to encourage children to make simple decisions in their daily lives, such as choosing activities they want to do or finding solutions when conflicts arise with friends. This process helps children develop critical thinking skills and responsibility for the choices they make. Consistent emotional support is also an important part of building resilient character. This support is not only in the form of praise, but also through parents' willingness to listen to their children's feelings when they fail, calm them down, and motivate them to try again without fear. Open communication within the family environment is the main foundation in this process. By encouraging children to express their opinions and feelings, parents help build a strong sense of psychological security. Children who feel heard and accepted tend to have more stable emotional regulation and are better prepared to face social challenges outside the home. In this context, warm and two-way communication patterns can strengthen children's self-confidence and adap-

tive abilities to environmental changes. In addition to providing verbal support, parents also serve as real-life role models for children in dealing with pressure and failure. Children learn a lot from how adults react to difficult situations; when parents demonstrate calmness, determination, and rationality, children imitate these patterns by themselves.

Based on the interview findings, it is evident that the effectiveness of parenting styles is not solely determined by parents, but is also influenced by the broader social environment in which children develop. A supportive home environment, schools that provide opportunities for exploration, and child-friendly communities reinforce the values of independence and resilience instilled within the family. Conversely, environments that are overly restrictive, stressful, or lack opportunities for social interaction may hinder the development of resilient character traits. Teachers also play a significant role in strengthening the impact of positive parenting practices through synergy between home and school, implemented through approaches such as project-based learning, collaborative activities, and social-empathy training. This is consistent with [40] which emphasizes that children's character is shaped through layered interactions between family, school, and the surrounding social environment.

4. Conclusion

This study demonstrates that parenting styles play a significant role in shaping children's resilience during early childhood. Authoritarian and permissive parenting styles were found to restrict children's opportunities to develop independence, regulate emotions, and effectively cope with challenges. In contrast, democratic (authoritative) parenting provides a balance between guidance and autonomy, thereby supporting the development of independence, self-confidence, and emotional stability. These findings highlight the crucial role of consistent, positive daily interactions between parents and children in creating a structured yet supportive environment for resilience development.

In addition, the broader social environment, including parents, teachers, and peers, contributes substantially to the development of children's resilience. Supportive communication, emotional responsiveness, and consistent guidance strengthen children's adaptive capacities, whereas restrictive or inconsistent environments may impede emotional and social development. Therefore, collaboration among families, schools, and communities is essential for fostering resilience and promoting positive character development in early childhood.

Several limitations should be considered when interpreting the findings of this study. First, the sample size was limited to three children, three parents, and one teacher, which may not adequately represent the diversity of parenting practices in the broader population. Second, the research was conducted in a single kindergarten setting, thereby limiting the generalizability of the findings across different sociocultural contexts. Third, the study relied primarily on interviews and observations, which may be subject to researcher and participant bias despite the use of triangulation techniques. Finally, the relatively short observation period may not fully capture long-term patterns in the development of resilience.

Future research should involve larger and more diverse samples to enable more robust comparisons across socioeconomic status, cultural background, and family structure. Longitudinal studies are recommended to examine how parenting styles influence resilience over time and to identify critical developmental periods for effective intervention. Moreover, the inclusion of quantitative measures, such as standardized resilience assessments, would enhance the objectivity and reliability of the findings. Further investigations could also explore the role of digital parenting practices, parental stress, and post-pandemic family dynamics as emerging factors influencing children's resilience in contemporary contexts. Finally, experimental or intervention-based research designs are recommended to evaluate the effectiveness of specific parenting strategies in strengthening early childhood resilience.

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