Parenting Patterns and Child Behavior: A Comparative Study of Single and Full Parents

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This study aims to compare the parenting patterns of single and full parents and their impact on child behavior in Sementara, Pantai Cermin Sub-district, Serdang Bedagai Regency, Indonesia. Parenting plays a crucial role in shaping a child's personality and future. Based on Bronfenbrenner's ecological theory, the home environment, especially parental parenting, has the greatest influence on child development. This study focuses on three parenting styles: authoritarian, democratic, and permissive. Authoritarian parenting is characterized by strict rules and limited freedom, while democratic parenting prioritizes the child's interests and involves discussions between parents and children. Permissive parenting provides loose supervision and unrestricted freedom for children to behave and act as they wish. Previous studies have shown that single mothers tend to apply authoritarian parenting, resulting in spoiled children with difficulty interacting, while single fathers tend to apply permissive parenting, leading to more independent children who are easier to make friends. Additionally, authoritarian, democratic, and permissive parenting styles have been associated with aggressive behavior in children, obtained through social learning. Democratic parenting has been found to increase children's motivation and achievement at school, while authoritarian parenting inhibits children's socialization skills. This study provides important insights into the impact of parenting patterns on child behavior in the context of single and full parents in Sementara, Indonesia.

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Public Interest Statement

This study focuses on the differences in parenting patterns between full parents and single parents in shaping children's behavior. Parenting determines what children will become in the future. Therefore, this study provides important information related to parenting. In fact, both complete and single parents still provide good parenting for child development so that children grow up on good behavior. Whether complete or single, children have the right to get affection, attention, and love from their parents.

Introduction

Parents play an important role in every child's behavior and development through the parenting style they provide to each child. Parents are responsible for caring for their children. As in the interpretation of the Indonesian government's religious department explaining the interpretation of Q.S At-Tahrim (66), six command parents to educate their children to obey Allah's commands and save their families and children from hellfire (Rohinah, 2020).

Parents are family groups consisting of fathers and mothers and are the result of a legal marriage that can form a family. Parents are responsible for educating, caring for, and guiding their children so that they reach certain stages that prepare them for a social life through parental care (Efrianus, 2020).

Parenting is the attitude of parents towards their children in improving survival, development, and physical, social, and mental protection to create children with personality. Ideally, both parents would be responsible for providing parenting to their children. Every decision related to the survival of children, both growth and development, and

physical, psychological, and social factors always involves the role of both parents. Both parents work together to provide parenting to their children, but this is different for children in single-parent care (Nugrahani et al., 2023).

A single parent consists of a mother or father alone who is responsible for raising a child after divorce due to death or divorce due to the wishes of each spouse. Thus, duties and responsibilities are transferred to those who are left behind. For some people, separation from a life partner can be a serious problem due to the absence of one partner in the family (Zakky, 2021). Family plays an important role in the development of a child's personality. The care and affection provided by parents, as well as education about life, religion, and sociocultural values instilled by parents, are factors that help produce good individuals and families (Febriani et al., 2022)

According to Silalahi and Minamo, parenting is an environmental activity in which various specific behaviors work individually and simultaneously to influence the behavior of a child (Nugrahani et al., 2023). Skinner stated that behavior is a person's reaction or response to external stimuli as a result of the activity of an organism that can be observed directly or otherwise in its environment (Juditha, 2020). According to Hurlock (1978), there are three types of parenting patterns: Authoritarian, Democratic, and Permissive.

Authoritarian parenting is characterized by the following relatively strict rules: children are always expected to behave like themselves, and their freedom to act on their own behalf is limited (Rahman et al., 2020). This parenting style can be described as strict parenting that combines high demand control and low acceptance responsiveness (Khasanah & Fauziah, 2021). This form of parenting is characterized by parents who are more assertive, show less sympathy for children, force children to follow rules, and tend to suppress children's wishes (Taib et al., 2020).

Democratic parenting prioritizes the interests of children but does not hesitate to control them (Nur, 2019). Democratic parents tend to assess their children's abilities and provide freedom of choice and action to their children (Asriyani et al., 2023). Democratic parenting is characterized by discussions between children and parents, good cooperation between children and parents, and granting freedom of expression to children (Muhadi, 2017).

Permissive parenting aims to shape a child's personality by providing very loose supervision and giving children the opportunity to do something without supervision from their parents (Nurlaela & Pratomo, 2020). Parents who use this parenting pattern are characterized by an unrestricted freedom for children to behave and act as they wish, so that children do not know whether their actions are good or bad for themselves or others (Hawari et al., 2023). Parents do not provide rules or instructions to their children and allow them to act independently without supervision or guidance (Rohayani et al., 2023).

The theoretical foundation of parenting is based on Bronfenbrenner's ecological theory. Santrock (2013) explains Bronfenbrenner's ecological theory, which focuses on social context. Five environmental systems can affect child development: microsystems, mesosystems, ecosystems, macrosystems, and chronosystems. The microsystem is closely related to child development, because it is where children spend most of their lives. One of the environments that has the greatest impact on children's lives is the home environment, especially parental parenting (Fadhilah and Musthofa, 2022; Salsabila, 2018).

Sementara is located in the Pantai Cermin Sub-district, Serdang Bedagai Regency, and consists of four hamlets. Sementara has an area of 400 ha or 4 km², consisting of 2,328 people with a male population of 1,160 and a female population of 1,168 and 761 family heads. The majority of residents in Sementara work as farmers, but there are residents who work in other jobs, such as fishermen and laborers (Andi, 2023).

Asriyani et al. (2023) conducted a previous study found that single mothers tend to apply authoritarian parenting, which results in spoilage and difficulty in interacting with children, whereas single fathers tend to apply permissive parenting, which results in children being more independent and easier to make friends. Sariand and Suprapti (2018) showed that parents who apply authoritarian, democratic, and permissive parenting behave aggressivel., This behavior is obtained through social learning by observing and imitating aggressivebehavior, whichs is in line with the findings of Fadhilahand and Handayani (2019), this study shows that democratic parenting can increase children's motivation and achievement at school, authoritarian parenting inhibits children's socialization skills, and permissive parenting reduces children's learning motivation.

Tsela et al. (2023) showed that authoritative parenting improves children's school achievement, although an authoritarian style is associated with lower levels of school achievement, especially when combined with parental involvement, with an emphasis on the learning process, not just the outcome. Another study by Nurhadi and Fatmayanti (2020) showed that parenting patterns greatly affect the level of discipline of children, which has a significant impact, and that the parenting patterns used are dominated by democratic parenting. In line with this, other

research by Hadi (2023) found a similar finding, namely that parenting patterns have a significant effect on student learning disciplines in public elementary schools, where the most dominant parenting pattern is democratic parenting.

In addition, Harahap et al. (2023) found that single male and female parents succeeded in educating children to interact well with their parents and the environment through seven stages of democratic parenting. In addition, Kim and Jeon (2023) emphasized that the mental health of single parents needs to be considered when parenting children through higher education to improve their quality of life and ensure a guaranteed future for children with positive behavior.

Based on previous research, there is a difference between previous research and research conducted by other researchers. Previous research only explained the parenting and emotional patterns of children from single parents, then the parenting of parents who have aggressive children who apply various kinds of parenting, and the last research discussed the impact of parenting applied by parents on children. This research is broader in scope, namely, explaining the differences in parenting between single parents and complete parents and the behavior of children resulting from the care of their parents. Parents' parenting patterns are different because there are single and complete parents.

According to Hammer and Tunner (2021), single parents raise their children alone without the presence, support, or responsibility of their spouses. Sometimes, the absence of income that makes single parents have to work to meet their daily needs makes single parents lack attention and time to children. Meanwhile, complete parents are parents who consist of mothers and fathers, so that childcare is carried out by both parents, the father is in charge of earning a living, and the mother is in charge of taking care of the child. Good attention and care given by parents to children can have an impact on children's behavior; children will be open to their parents, so that there are often discussions between parents and children. Conversely, less attention given by parents will make it difficult for children to interact and follow parental orders; children will be stubborn because of a lack of supervision from parents (Sari & Suprapti, 2018).

Based on this, the researcher was interested in examining the differences in parenting and child behavior between single parents and complete parents in Sementar, where there are several couples who divorce due to death or the wishes of each partner. Based on the statistical data obtained in the field from four hamlets in Sementara, there are 118 families with a single-parent status with details: Hamlet 1 as many as 22 families, Hamlet 2 as many as 26 families, Hamlet 3 as many as 38 families, and Hamlet 4 as many as 32 families. These data show that single parents consist of only one parent who cares for children, so that single parents have two roles at once, namely caring and earning a living. Sometimes, some children from single-parent parenting exhibit poor behavior due to the lack of care from their parents.

This increase in the number of single-parent families has had a significant impact on society. Single parents often face the problem of balancing their duties as breadwinner and caregiver. Therefore, they may not have sufficient time and energy to provide sufficient attention and supervision to their children. This can lead to behavioral problems in children, such as discipline and misbehavior. The community also often questions single-parent parenting and the behavior of children resulting from their parents' parenting. Based on research conducted by researchers, there are 3 single parents, three complete parents, and six children of parents have commendable and less commendable behavior as a result of their parents' care. The purpose of this study was to analyze the differences in parenting patterns of complete parents with single parents, as well as the behavior of children from their parents' parenting.

Literature Review

2.1 Full parents

Full parents consisted of fathers and mothers. These two couples work together to educate, raise, and care for their children. According to Drajat (2018), parents are the main educators for children because it is from both parents that children receive education for the first time. The parents in question were the mother and father (Azzahra Alma Amarthatia, 2021). Parents are people who obtain a mandate from Allah swt to raise and educate their children with full responsibility and affection. Parents are a family group consisting of fathers and mothers and are the result of a legal marriage that can form a family. They are responsible for educating, caring for, and guiding their children so that they reach certain stages that prepare them for social life through parental care (Ruli, 2020).

Complete parents play a role in all activities carried out and are always used by children as examples of both negative and positive behaviors and habits carried out by parents, and children will find it very easy to imitate whatever their parents do. Both parents must have good childcare abilities; both parents are responsible for educating, nurturing, and raising children. Parents are the closest people to their children, so it is very easy for children to imitate all the habits of their parents (Novita et al., 2016). Family plays an important role in the development of a child's personality. The care and affection provided by parents as well as education about the values of life, religion, and socio-culture instilled by parents are factors that help produce good individuals and families (Febriani et al., 2022).

2.2 Single Parent

A single parent consists of a mother or father alone who is responsible for raising children after divorce due to death or divorce due to the wishes of each spouse. Thus, duties and responsibilities are transferred to those who are left behind. For some, separation from a living partner can be a serious problem because of the absence of one partner in the family (Zakky, 2021). According to Hurlock (1978), a single parent is a parent who has been widowed or widowed by either father or mother, assuming responsibility for caring for children after the death of their partner, divorce, or the birth of a child out of wedlock. Hammer and Tunner (2021) explain the term single parent as a parent who still has children living at home with them. Meanwhile, Sager (2010)says that single parents care for their children without the presence or responsibility of a partner (Sari, 2018). Single parenthood is caused by divorce or the death of one parent. According to a large Indonesian dictionary, divorce is the separation or completion of the husband-and-wife relationship, so there is no legal marital bond between the two. Furthermore, death for every child who loses a parent is the worst thing in life. The child feels the loss of one of the most valuable people in his life (Rustan et al., 2018).

2.3 Parenting

Parenting is a style of parenting parents for their children (Alexander and Sandahl, 2016; Hadi et al., 2023). How parents educate, care for, and guide them into adulthood. Every parent had a different parenting style. Based on this, parental style is divided into three trends (Parnawi, 2021).

Authoritarian parenting is characterized by a strict approach in which parents impose their will on their children without openness to dialogue or suggestions. This style often results in difficulty accepting differing opinions and a high sense of self-confidence, which can hinder the establishment of mutual deliberation among family members. In contrast, democratic parenting is considered the most favorable approach, as it prioritizes collective interests over individual ones and fosters a balance between guidance and freedom. This style encourages rational thinking and personality development without excessively controlling or restraining children. On the other hand, permissive parenting allows children substantial freedom to act and fulfill their desires, which can lead to behavior driven by their wants and a lack of self-control. This parenting style might cause children to feel unimportant to their parents due to the absence of structured guidance and discipline (Baumrind, 1998)

2.4 Behavior

Skinner (1990) stated that behavior is a person's reaction or response to external stimuli as a result of the activity of an organism that can be observed directly or otherwise in its environment.

The behavior of children is influenced by genetic and environmental factors. Family plays a very important role in shaping children's behavior because parents are the first madrasah in a child's life. In the parenting process, each parent has a different parenting style. Good parenting affects good child behavior, whereas bad parenting affects bad child behavior (Putri et al., 2022).

Materials and Methods

Qualitative research was used as the research methodology. Direct research in the field with data collection techniques of observation, interviews, and documentation. We conducted this research from January to February, and this research also used a literature review was also conducted. In other words, looking for other more relevant sources, such as journals and books, to provide additional data so that the data obtained are more relevant and clearer. The research subjects included six subjects, three full parents, and three single parents; the children of the six parents were aged (4-7 years). This study was conducted in Sementara, Pantai Cermin District, Serdang Bedagai Regency, North Sumatra Province, Postal Code 20987.

This study aimed to analyze the differences in parenting patterns between complete parents and incomplete parents and differences in children's behavior from these parenting patterns. Two sources of data were obtained, namely primary data in the form of data collected from interviews and observations in the field, and secondary data in the form of results from previous studies that are considered relevant and in accordance with the discussion. This is similar to the findings in previous books and journals. The data collection instrument used was an interview guide in the form of questions that researchers asked about the research samples related to the parenting patterns applied by the samples. The data analysis technique used was the Miles and Huberman analysis with activities during the analysis process: data reduction, data display, and conclusion drawing/verification. During the data reduction process, the data obtained from the field were filtered and selected according to the main focus of the research, and those that were not used were discarded. Furthermore, data display (data presentation) is carried out where the data that have been selected are organized and arranged and written in a tabular or graphic pattern. In drawing conclusions and verification, the initial conclusions are still provisional and will change if no strong supporting evidence is found

during the data-collection stage. However, if the conclusions put forward at the initial stage are supported by strong and consistent evidence during the data collection stage, they can be considered credible.

Results

The research data were obtained from interviews with six parents as research samples, namely three complete parents with the initials RR, TS, and K. Three other samples were single parents with the initials INS, P, and L. All research samples were parents who lived in Pantai CerminSementara; the details of the research sample are presented in Table 1.

Table 1: Main research informants

No.	Initials	Jobs	Parent Type
1	RR	Housewife	Complete parents
2	TS	Housewife	Complete parents
3	K	Housewife	Complete parents
4	INS	Self-employed	*Single parent*
5	P	Self-employed	*Single parent*
6	L	Self-employed	*Single parent*

This study also uses research support informants, who are the children of the main informants, as shown in Table 1. The details of the supporting informants can be seen in the following table.

Table 2: Research Supporting Informants

No.	Initials	Age	School
1	LA	4 years	Pre-school
2	S	5 years	TK
3	FID and IM	7 and 2 years	Elementary school and not yet in school
4	EW and MAW	5 and 4 years	Kindergarten and not yet in school
5	MD	6 years	TK
6	NMA and MR	7 and 3 years	Elementary school and not yet in school

Table 2 shows the results of the interviews conducted with all the research samples. It was found that there were differences in parenting and child behaviors between single and complete parents. The application of complete parenting predominantly involved democratic parenting. The use of this parenting style forms the behavior of children who tend to be disciplined, responsible, obedient, polite, and achieve independence. Meanwhile, the dominant single-parent parenting style was permissive parenting. The impact of this parenting style is that children become naughtier, at will, fight with peers, and do not obey rules. This is the result of being released by parents without good control. The findings are shown in Table 3.

Table 3. Research Findings

No.	Subtheme	The difference	
		Complete	**Single**
1	Parenting practices	Democratic	Permissive
2	Child behavior	Independent, responsible, honest, polite, disciplined and rule-abiding	Naughty, often fights with his friends, loud, rude in speech and undisciplined

Discussion

5.1 Parenting Patterns of Complete Parents in Pantai CerminSementara

Parents try to encourage their children by changing the behavior, knowledge, and values that they consider most appropriate so that children can grow and develop optimally (Sunariyadi et al., 2021). Parenting plays an important role in character building and child development, helping children physically and mentally and providing proper education (Nabilah and Nofriza 2024). Parenting affects a child's future character in their family and social

environment, especially in terms of meeting physical and mental needs ((Lusiani et al., 2024). Each parent certainly uses parenting patterns that are different from one another, including those between families that have complete parents and those that do not. The impact of parenting on each parent is also different, depending on the approach used.

Based on the results obtained, 3 (three) out of 6 (six) research informants in Pantai Cermin Sementara were parents. Two of them use democratic parenting to educate and raise children, while the other applies authoritarian parenting. Koba'a (2021) and Kaesuroh and Budiana (2022) reported that democratic parenting is a free type of parenting; however, children are not completely free without parental guidance and two-sided attention between parents and children. This parenting style does not excessively restrain or control children. Instead, they treat children in a way that shapes their personalities and prioritizes rational thinking.

K and TS are housewives living in Pantai Cermin Sementara. Each had children, with K having two children, FID (7 years old) and IM (2 years old), while TS had one child, S (5 years old). Based on the interview results, both K and TS apply democratic parenting to raise their children. Democratic parenting tends to provide freedom. While caring for her children, K never forced her children to do things that her children did not like. K also never demanded that her children be versatile, although all parents wanted their children to be able to do everything. This attitude shows that K values her children's interests and talents and gives them the opportunity to develop their own interests and abilities.

Similar to K, TS also applies democratic parenting, which gives freedom to his child, one of which is in the scope of friendship, does not limit his child's socialization, and allows his child to be friends with anyone but is still under supervision. This shows that TS believes in his child and ensures that his child's socialization is positive. Apart from giving freedom, TS and K also paid attention to their children's learning. For example, K often gives attention, praise, and gifts to her children to encourage enthusiasm for learning. This shows that K and TS still play an active role in improving their children's academic performance even though they give them freedom.

K and TS try to shape their children into independent, confident, and studious individuals through democratic parenting, which balances freedom and supervision. In line with what K and TS did, democratic parenting was also applied by some parents in Griya Pinang Mas Housing in working on their children's prayer observance (Nisa & Abdurrahman, 2023). One-way parents educate their children by talking to them well and involving them in decision-making on how to carry out prayers. This can build children's confidence and sense of responsibility, so that they become more accustomed to performing prayers in a good and consistent way. Democraticenting applied, both by K and TS and by parents in Griya Pinang Mas Housing, shows that children can gain important life skills by giving them freedom and andrn.

In contrast to K and TS, RR, a 25-year-old housewife in Pantai CerminSementara with a 4-year-old child, applies authoritarian parenting. Parents who use authoritarian parenting usually set high standards and expectations for their children and limit their children's freedom using strict and firm rules (Nisa & Abdurrahman, 2023). In line with the definition of authoritarian parenting, RR mentioned that she tends to limit children to play and determines children's friendships with the aim that children do not make mistakes in relationships. This includes the characteristics of authoritarian parenting, which tends to control children, always regulate them, and be rigid (Nisa and Abdurrahman, 2023). In addition, RR often gives rules to children, such as nap schedules, learning, and playing. When children make mistakes or find it difficult to advise, RR does not hesitate to scold them.

The parenting style applied by RR was very different from the parenting style applied by K and TS, although all three were complete parents. Authoritarian parenting applied by RR shows a lack of two-way communication between parents and children, and is rigid. Restrictions and rules made in children's lives have a negative impact, such as lack of self-confidence, independence, timidity, and creativity (Hardianti & Adawiyah, 2023). Although the purpose of RR is to form a disciplined attitude and protect children from bad associations, the parenting that is applied is too harsh and rigid, which can certainly have an impact on children's psychology. This is evidenced by previous studies that mention that authoritarian parenting affects children where they become independent and always ask for help from teachers or their parents who are waiting to complete tasks or activities given by the teacher. They also become insecure because they always ask for their mothers' opinions when doing activities, and they become shy (Hardianti and Adawiyah 2023).

Thus, the parenting patterns applied by parents in Pantai CerminSementara are authoritarian and democratic, with democratic parenting being dominant. Compared to authoritarian parenting, democratic parenting is a good and effective parenting pattern because it has a positive impact on children. In addition to having a long-term positive impact in the long run, democratic parenting maintains a harmonious relationship between parents and children.

5.2 Single Parent Parenting in Pantai Cermin Sementara

Single-parent parenting refers to the condition in which one parent is responsible for the upbringing of a child without a partner. Some of the reasons why a person becomes a single parent are due to divorce or because one of the partners died and then abandoned by the partner (Nabilah & Nofriza, 2024). The caregiving method used by *single parents* differs from that used by intact parents (Asriyani et al., 2023).

Based on the research results obtained, 3 (three) out of 6 (six) research informants in Pantai CerminSementara were single parents, two of whom used permissive parenting to educate and care for children, while the other applied authoritarian parenting; in permissive parenting, parents give their children a lot of freedom without setting clear boundaries (Qotrunnada et al. 2024). Permissive parenting also places family rules in the hands of children so that parents can comply with all children's wishes (Haerudin & Mayasarokh, 2024). In addition, this parenting model does not provide guidance, input, or instruction to their children; instead, they tend to let it go without punishing or blaming their children (Aprilianarsih & Mil Silvie, 2023).

INS and P were single parents living in Pantai Cermin Sementara. INS had two children, EW (5 years old) and MAW (4 years old), while P had two children, NMA (7 years old), and MR (3 years old). As the results of the interviews conducted, it is known that INS and P apply permissive parenting. This parenting pattern tends to provide freedom to children without any assertiveness or further supervision from parents, as evidenced by the INS's statement that she never limits or frees her children to do whatever they like. Even when the child plays at a neighbor's house, INS lets the child go home alone without ensuring safety or setting a return time because she considers this to be normal, and the lack of assertiveness and supervision from INS as parents can have a negative impact on children, such as lack of responsibility, difficulty in self-regulation, and difficulty following rules in the school or community environment.

In line with INS, P, as a single parent, also applies the same thing. Based on the results of the interview, P revealed that she liberated her children and did not demand much of them, P's mother really let her children want to play with anyone even further than her age. P also added that her two children are cared for directly by their grandmothers, which shows that P does not have much time to spend with her two children. The freedom that P gives her children can have a positive impact, for example, when her children are free to choose their own friends and activities that can help them learn to make decisions and develop social skills. Children who play with older or younger friends may face social challenges that are not appropriate for their age. This can affect their emotional and social growth and increase their risk of exposure to negative influences from older peer groups. The lack of presence or mother figure that P provides to her children can also impact their emotional, social, and disciplinary development.

Several previous studies are similar to this analysis, such as that conducted by Qotrunnada et al. (2024). Children raised in an environment that gives them the freedom to explore and take initiative may be more likely to become creative, independent, and innovative individuals. However, too much freedom without clear boundaries can also interfere with discipline, independence, and social skills. According to Putri (2022), permissive parenting increases children's independence by 2%. This is because parents do not supervise or control children's independence; thus, reprimands are not provided if children are less independent, as shown by discipline, responsibility, and self-confidence. Another study by Rohayani et al. (2023) stated that permissive parenting has an impact on many things, such as children's growth and development without proper stimuli, children not receiving education from parents, and children's character being formed by the environment outside the family.

In contrast to INS and P, L, who is also a single parent and has a 6-year-old son, applies authoritarian parenting. Based on the results of the interview, L said that she severely restricted her child, one of which was during playtime because she was worried that her child did not understand homework. L also added that during her time as a single parent, she had to work to fulfill the family's needs, which made her so busy that she left her child with her mother or sister. Even so, L still pays attention to her children. This shows L's commitment to ensuring that her child still receives enough attention and affection despite time constraints due to work. However, on the one hand, restrictions can help children understand the importance of discipline, while on the other hand, restrictions can also hinder children's social and emotional development. Children who do not have sufficient time to play and socialize may feel pressured by their parents' high expectations and face difficulties in developing social skills.

Yusra et al. (2024) mentioned that children raised in an authoritarian environment will be less able to adjust to their environment.Children are usually quiet or very aggressive, uncreative, unable to cooperate in groups, and have poor social attitudes towards their environment. Taib et al. (2020) also showed that authoritarian parenting significantly affects children's moral development. Authoritarian parenting causes children to lose freedom, reduce effort and activity, often bend toward parents, and lack respect for parents. However, it also has positive effects such as being diligent in worship, polite, and obedient to parents.

5.3 Children's Behavior from Parenting Patterns in Pantai CerminSementara

Parenting not only reflects the way parents interact with their children but also reflects the principles, goals, and methods parents use to teach their children. Good parenting involves physical, emotional, and social aspects, all of which are important in shaping children's character and behavior. In addition to asking about parenting patterns, the researchers also asked the participants about the behavior of their children resulting from the parenting patterns provided by their parents in Pantai CerminSementara.

As the results of the research previously described, the parenting patterns applied by parents in Pantai CerminSementara are democratic parenting for intact parents and permissive parenting for single parents. In democratic parenting, parents balance supervision and freedom, allowing their children to make decisions while providing guidance and support. Children raised in this parenting style tended to exhibit some positive characteristics.

S, the child of TS and IA, showed positive behaviors from democratic parenting, namely discipline and achievement. In addition to making friends easily and easily interacting with new people, S is also a child who obeys all rules set. This shows that democratic parenting supports the development of social skills and discipline. Other positive behaviors from democratic parenting are also shown by FID and IM, which are the children of K and MW. FID is active, sociable, and accomplished, while IM is also sociable and unafraid to be invited to play by people around the house. FID and IM's behavior show that democratic patterns help foster social skills and independence and maintain a balance between freedom and obligation. In line with Kaesuroh and Budiana (2022), democratic parenting provides freedom but does not guarantee supervision, guidance, attention, or good communication between parents and children. This parenting pattern allows families to be harmonious, because they accept each other.

Children raised in authoritarian parenting often show behaviors that reflect compliance because they have strict controls, clear boundaries, and little freedom to make their own decisions. LA is a child of RR and AS who exhibits positive behaviors from democratic authoritarian parenting, namely being very active and very wise when speaking. Although LA is spoiled when he wants and needs persuasion, he shows compliance with rules and good speaking ability, showing how the freedom provided by a democratic parenting system can help with communication and compliance skills.

In addition to having a positive impact, authoritarian parenting can lead to negative behavior. For example, MD, a child of L classified as naughty, is disciplined and obedient to his mother, which shows that, although authoritarian parenting can make children obedient, they may be afraid of authority and lack creativity and independence. In line with the opinions of Shofuroh and Wulandari (2024), authoritarian parenting tends to make children feel pressured but also obedient, according to the results of interviews with parents who use an authoritarian parenting style. Their goal was to prevent children from being spoiled, which also resulted in unstable emotions and a lack of socialization with peers.

Furthermore, the behavior of children with permissive parenting is characterized by being allowed to make their own decisions without any control or supervision from their parents. EW and MAW, children with INS, exhibit behaviors that characterize permissive parenting. EW, who was active and sociable, was also naughty and difficult to advise. MAW, who was more reserved, was also often involved in EW arguments. Permissive parenting can produce children who are independent and active but often lack discipline and can be involved in interpersonal conflicts. NMA, MR, and K's children also reflected permissive parenting. The NMA showed independence and responsibility in homework, while the MR often fought and neglected time. Permissive parenting allowed NMA to develop independently, but MR faced difficulties in terms of discipline and social interaction. This is in line with a study conducted by Marzuki (2024), which stated that children raised with permissive parenting are often impulsive, undisciplined, and less social.

5.4 Differences in Parenting and Child Behavior Between Complete Parents and Single Parents

Based on the results of this analysis, there were differences between complete and single parents. Complete parents tend to apply democratic parenting, which is parenting with a system of freedom to children without demands, but is still supervised by parents. There are two complete parents who use democratic parenting, namely K and TS, while one other mother, RR, applies authoritarian parenting, which is strictly parenting children. Single-parent parenting tends to use permissive parenting, namely, parenting with unlimited freedom. Parents spend more time on their activities or work than their children do. This is because single parents are required to work so that there is little time with their children. There are two single parents who use permissive parenting, namely P and INS, and one other single parent who applies authoritarian parenting, namely L.

Furthermore, based on the analysis of children's behavior obtained from the care of each parent, the following can be concluded. Children with complete parental care tend to be more disciplined, as parents say that they always follow

what their parents tell them. The child is also very diligent at school, and in doing school assignments, children will be very easy to get along with very active children. Conversely, children's behavior resulting from single-parent parenting tends to be naughty and lacks discipline. The lack of supervision from parents makes them do whatever they want, without considering the consequences. However, children with single-parent care are sometimes more independent because they are used to doing everything themselves. They are also accustomed to spending time at home without the presence of parents due to the busy work of parents, which causes childcare to be left to close relatives such as grandmothers.

Sonia and Apsari (2020) conducted previous research on different parenting patterns and their impact on children's personality development. Democratic parenting emphasizes the needs of children and has been proven to encourage children to learn independently. This parenting style requires discussion, openness, children taking initiative, and coordination between parents and children (Gina and Apsari 2020). Children raised in a democratic way develop good independence compared to children raised by authoritarian parents (Bakti & Apriani, 2021; Khoiruddin & Izha Fashlya Vaurina, 2022).

Bronfenbrenner's ecological theory outlines five environmental systems that can influence children's behavior. The microsystem is the environment that is most related to the child's personality, namely, family, teachers, close friends, and school (Salsabila, 2018). Therefore, the microsystem was most closely related to parenting. The mesosystem is the relationship between the mesosystem and the microsystem. The ecosystem can affect the growth and development of children; however, children are not directly involved in their interactions. The macrosystem is the outermost layer of the child's environment and consists of ideology, government, religious tradition, and law. Finally, the chronosystem, or the influence of the environment over time, and its influence on the development and behavior of children.

Factors that can influence parental care include the social and physical environments in which families live. If a family lives in an environment where education and manners are poor, children are more prone to bad behavior. Parents will eventually be affected if they believe that the parenting they received from their previous parents is successful. Finally, owing to the work environment, busy parents tend to entrust their children's care to the closest person or babysitter (Musafiri & Miftahurrohmah, 2022; Subagia, 2021).

Conclusion

Based on the results of the study, it can be concluded that the parenting patterns carried out by parents in Pantai Cermin Sementara are as follows: (a) parenting patterns in children with complete parents are dominated by democratic parenting patterns that form children with behaviors that have social skills, discipline, activity, achievement, and so on. Children raised with this parenting pattern tended to have positive behavior because they received balanced supervision and support from both parents; and (b) parenting patterns in children with *single parents are* dominated by permissive parenting patterns that shape children with independent and active behavior but show a mischievous attitude, undisciplined, and lack of social interaction. This is because single parents often do not have enough time and energy to provide consistent supervision and discipline. Therefore, all forms of children's behavior reflect the care provided by their parents. Good parenting will have a positive effect on children's behavior and vice versa. The implications of the results of this study will pave the way for further studies on the influence of the social and economic environment on parenting and child behavior and help in creating an environment that supports optimal child development.

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